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کراچی

سال سوم

دیرستان

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GRADED ENGLISH



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آموزش و پرورش است

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مؤلفان : پریوش منوچهری جریس استرین

تغییرات این کتاب در دفتر تحقیقات و برنامه ریزی
و تألیف کتابهای درسی با همکاری و استفاده از اظهار
نظرها و پیشنهادهای دبیران زبان انگلیسی سراسر
کشور صورت گرفته است .

چاپ از : چاپخانه فروغ دانش

بسمه تعالی


ملت قهرمان ایران با پیروی کامل از امام امت و فریاد الله اکبر و خون شهیدان نظام پلید شاهنشاهی را در گورستان تاریخ - فن کرد . دژخیمان و جلادان را به آتش خشم الهی گرفتار ساخت و با شرکت فعال خود در همه پرسی ها ، نظام جمهوری اسلامی و قانون اساسی را استقرار بخشید و رئیس جمهور و نمایندگان مجلس شورای اسلامی را انتخاب کرد . پس از آن با مبارزه های بزرگتر برای نخستین بار در پیشاپیش مستضعفان جهان ، شیطان بزرگ را به ذلت و التماس کشانید .

اکنون پس از طی این مراحل معجزه آسا ، برای تحکیم بنیان عظیم انقلاب اسلامی و تضمین تداوم و گسترش آن و مصونیتش در برابر هر توطئه ای ، زمان آن فرا رسیده است که این ملت بزرگ اساسی ترین مرحله ، یعنی انقلاب فرهنگی را قاطعانه بانجام رساند . باید ته مانده فرهنگ منحط شاهنشاهی و آموزشهای استعماری ، از تمام ارگان جامعه ، مدرسه ، دانشگاه ، ادارات و کوچه و بازار زدوده شود .

انقلاب فرهنگی در اسلام منشاء دگرگونیهای اجتماعی و اساس انقلاب سیاسی و اقتصادی جامعه است و اینک ما در این برهه از زمان و در این مقطع حساس ، عهده دار امر بسیار خطیر و مهمی هستیم و باید با تشخیص صحیح و روشن بینی ، مسیر آموزش و پرورش نسل جدید را مشخص سازیم و این فرهنگ آشفته و ویران را بازسازی کنیم و بدنبال انقلاب اجتماعی و سیاسی ، در تداوم انقلاب فرهنگی نیز به پیروزی نائل آئیم . باز یافتن و ارائه فرهنگ اصیل اسلامی بر عهده همه علاقمندان به فرهنگ است . باید ملاکهای بیگانه و غیر اصیل را شناسائی کرد و آنها را از آموزش و پرورش کنار گذاشت . این تغییر بنیادی در فرهنگ و در نظام آموزشی ، چنان نیست که بصورت فرمان از مراکز اجرائی صادر شود . این خود مردم هستند که باید بفکر آینده خود باشند و تمام علاقمندان به فرهنگ این وظیفه خطیر را بعهدہ دارند . دستگاه اجرائی امروز از بطن مردم است و بین این دو جدائی نیست .

در سال جاری با توجه به فرصت محدود ، برخی از کتابها بازسازی شد و برخی دیگر نیز با اصلاحات آماده گردید . در این امر از پیشنهادها و راهنمائی های کتبی و شفاهی بسیاری از برادران و خواهران صاحب نظر ، خصوصا " همکاران فرهنگی استفاده کردیم بامید آنکه در سال جدید با کمک همه اقشار مردم به پا خاسته ایران ، شاهد تغییر بنیادی نظام آموزشی در درون یک انقلاب اصیل فرهنگی باشیم تا تغییر و اصلاح اساسی ، بدانگونه که باید صورت گیرد و کتابهای درسی بر اساس آن نظام تدوین شود .

CONTENTS

Lesson 1. Reading	1
Conditional Sentence, Would rather, had better	
Lesson 2. Father is Back From Mecca	8
Direct and Indirect Speech, The Article "The"	
Lesson 3. Some Uses of Art	14
Conditional Sentences, Tow-Word verbs, Connectives.	
Lesson 4. Michaelangelo	25
Indirect speech Review, Irregular Verbs.	
Test one	32
Lesson 5. Writing	39
Future Perfect Tense,	
Lesson 6. Archeology	45
Future Perfect Continuous Tense, Complex Sentences.	
Lesson 7. The Olympic Games (1)	51
Indirect Speech Review	
Lesson 8. The Olympic Games (2)	58
Word Order Practice.	
Test Two	65
Lesson 9. Fall Festivals	74
Indirect Questions, Prepositions	
Lesson 10. Black Gold	81
Connectives and Noun Clauses, Indirect Questions,	
Should/Could/Might, Past, Present, Sentence Patterns.	
Lesson 11. The Simorgh and Zel	89
Noun Clauses after Prepositions, Infinitives and "ing" Forms	
Lesson 12. The United Nations	96
Noun Modifiers	
Test Three	103
Appendix	
I Speed Reading Exercises	112
II Answers to the exercises with 	120
III Irregular Verbs	122
IV Word List	126

LESSON ONE

READING

Introduction

What do you read every day? How much do you depend on reading? How much could you learn if you didn't know how to read?

Think about these questions. If you were not able to read, store signs and street signs would be a mystery to you. Newspapers, magazines, and books would be meaningless, **except** for the pictures, of course. And you would not be able to attend school, go to the university, or get a good job.

Reading is one of the most important **skills** that we learn, especially in the world today. Without the skill to read, a student would **hardly** make any **progress** in his subjects. A doctor would not be able to learn about new medicines. A scientist would not know what other scientists are working on.

Reading itself, of course, is not enough. **One** must also be able to understand what one reads. This depends on three important factors: **concentration**, comprehension, and speed.

Concentration

Do you concentrate on reading when you read? Or does your mind wander? If students concentrated on what they read, they would finish their reading assignments very quickly. But often, they would rather daydream and waste time for hours than concentrate for a few minutes.

Perhaps you are a person who likes to walk **back and forth** with a book in your hand. Memorizing is sometimes very useful, but it is only one of several skills that one should know. Reading with understanding and thinking are also important skills.

Comprehension

The real **aim** of reading is comprehension, understanding what one is reading. If you have not understood what you have



read, then you haven't read it; and you **had better** go back to the first sentence and begin again.

One of the greatest problems for beginning readers is word for word reading. Beginning readers often try to read one word at a time and understand each word by itself. Comprehension, however, depends on understanding groups of words, not single words.

Speed

Comprehension is also **closely** related to reading speed. **Consider** the eyes of a slow reader, for example. They look at one word and stop, at another word and stop, etc. The eyes of an **average** reader, on the other hand, see two or three words each time they stop. A fast reader sees four or more words each time his eyes stop.

"Take the eyes of a slow reader, for example."

Slow	_____	_____	_____	_____	_____	_____	_____	(nine stops)
Average	_____	_____	_____	_____	_____	_____	_____	(five stops)
Fast	_____	_____	_____	_____	_____	_____	_____	(three stops)

A second reason for slow reading is reading **aloud**. Slow readers usually move their lips and **tongues** and say the words to themselves. This may be a good way to memorize things, but it is not a good way to read for comprehension. To read fast, one should read silently and without moving his or her lips.

Conclusion

If you want to **improve** your reading **ability** the first and

most important requirement is practice. One way is to **set aside** ten minutes each day for your own reading improvement practice. Then take some kind of reading material, English or Persian, and see how much you can read during that ten minutes. The number of words that you read per minute is a useful way to measure your reading speed.

Remember, however, you must read *with* understanding; and remember also that understanding depends on three things: concentration, comprehension, and speed.

Comprehension Questions:

Answer the questions.

1. Why is reading important?
2. What does reading depend on?
3. What do beginning readers often do?
4. What makes one read slowly?
5. How can one improve his reading ability?

I. Word Recognition.

Read the conversations and try to guess the meaning of the underlined words (a, b, or c.)

1. Shirin: Why is Roya so happy?
Mahin: She has just got a scholarship.
Shirin: No wonder she's happy I would be too, if the university was going to pay my expenses next year.
A "scholarship" is a. a course.
 b. an examination.
 c. some money for studying.
2. Parvin: I think that cage is for the elephants.
Ladan: I don't. Such huge animals couldn't get into it.
"Huge" means a. very small
 b. very big
 c. very weak
3. Mother: Where's your coat, Amir?

I- means that the answers to the exercise are in the back of the book.

Amir: I can't find it. Maybe I left it at school yesterday.

Mother: When are you going to learn to be more responsible for your things?

"Responsible for" means

- a. careless with
- b. thoughtless about
- c. careful with

4. Mr. Asadi: Why are there so many magazines and newspapers in this village?

Villager: It is because all of us are literate.

"Literate" means

- a. able to read and write
- b. rich
- c. interested in literature

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of conditional sentences:

- A. 1. If one concentrates, he will soon learn.....
2. How much can you learn if you don't know how to read?
- B. 1. If one concentrated, he would soon learn.....
2. If you were not able to read, store signs would be
3. How much could you learn if you didn't know?
- C. 1. With concentration, he will soon learn
2. With concentration, he would soon learn
3. Without the skill to read, a student would make little.....

NOTES:

1. The above sentences may be used for present or future time.
2. a. In sentence A.1. it is probable that the person will concentrate.
b. In sentence B.1. it is possible that the person will not concentrate.

3. a. WILL and WOULD can be used without an "if" clause to express "conditional". (C.1., C.2.)
- b. The meaning of sentences A.1. and C.1. is the same; it is probable that something (concentration) will happen.
- c. The meaning of sentences B.1. and C.2. is the same; it is possible that something (concentration) will not happen.

Exercise 11.A. Rewrite the sentences with the words in the parentheses.

Example: Iraj will apologize if he makes a mistake.

(would)

Iraj would apologize if he made a mistake.

1. Reza would change his shirt if he got it dirty. (will)
2. Susan will dry the dishes if you ask her. (would)
3. Can you do me a favor if I ask you? (could)
4. Would you describe your experience if I asked you to? (will)
5. Would scientists be surprised if life existed on Mars? (will)
6. Will students be happy if they can express their ideas? (would)
7. Will your sister criticize you if you make many mistakes? (would)
8. Would you find any mistakes if you went back over your homework? (will)

■ **11.B.** Look at the following examples of **WOULD RATHER** and **HAD BETTER**:

(they) would rather daydream...

he had better go back...

NOTES:

1. "Would rather" means "prefer to."
2. "Had better" means "it is better."

Exercise II.B.1 Rewrite the sentences with *WOULD RATHER*.

Example: Mina prefers to walk.

- (a) Mina would rather walk.
 - (b) Mina would rather not walk.
 - (c) Would Mina rather walk?
 - (d) Wouldn't Mina rather walk?
1. Mehri prefers to speak English.
 2. They prefer to learn the English songs.
 3. Reza prefers to listen to classical music.

Exercise II.B.2 Rewrite the sentences with *HAD BETTER*.

Example: It is better for Ali to get a job.

- (a) Ali had better get a job.
 - (b) Ali had better not get a job.
 - (c) Had Ali better get a job?
 - (d) Hadn't Ali better get a job?
1. It is better for us to go to a movie tonight.
 2. It is better for him to know the answer.
 3. It is better for me to get rid of these old stamps.

Exercise II.C. Connectives

a. Arrange the words and phrases in sentences. Do not forget periods and capital letters.

1. eats - every morning - he - and toast - eggs
2. in the yard - both playing - were - and laughing - the children
3. the pictures - and I - Tom - her - showed
4. heard about - and I - Mary's - progress - Jack
5. either - to work - drives - or takes a bus - he
6. my pen - neither - on the table - nor my pencil - is
7. the work - did - Fred - nor Sam - neither

b. In all the sentences that you have made so far, you had compound noun phrases or compound verb phrases.

Now continue with compound sentences. Do not forget to add commas where necessary.

1. the - listened - teacher - and - talked - students - the

2. but - I - last night - studied - went - Sam - to the theater
3. and Reza - Amir - in class - is - too - is
4. Helen - apples - and - Mary - likes - too - does
5. drank - and so - I - Mina - did - some juice
6. go hiking - will - she won't - and neither - her - sister
7. isn't - Sam - Jack - hungry - either - isn't - and

■ II.D. Vocabulary Practice

Use one of the following words or phrases in each of the blanks:

daydream — completely — takes a long time — concentrating on —
waste — ability — would rather — aloud — make progress — hardly -

1. Can we improve our reading ability by memorizing everything?
No, you will improve it by doing that.
2. How do you do your homework so fast?
It's easy! Merely by what I'm doing.
3. Class, today let's consider your reading
How can you practice this every day, Ali?
I do a reading improvement exercise every morning.
4. Mina, which do you prefer, reading novels or listening to symphonies?
I do both at the same time.
5. How does an average person in his work and studies.
He learns how to read better, faster and with greater comprehension.
6. Is Ali able to do all these exercises today?
No, he is tired out.
7. How long does it take you to do such an exercise?
I think it, nearly two hours.
8. Is it useful to do this exercise all over again?
No. I think it is a ... of time.
9. How does your English teacher teach you the text?
He reads it and then explains the words.
10. How do lazy students spend their time in the classroom?
They and waste their time.

LESSON TWO

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it

THINGS IN COMMON

- Homa : Father, are people in other parts of the world very different?
- Mr. Taban : No, my Dear, not very. Their customs and habits often seem different, but people are the same all over the world. They all want to live happy and peaceful¹ lives¹.
- Homa : Don't their **religions** seem different?
- Mr. Taban : Well, in some ways: but at the same time all religions have a great many things **in common**.

reading

The teacher will briefly explain the text. (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

FATHER IS BACK FROM MECCA

(Homa's father, Mr. Taban, has just come back from Mecca. Jane, their friend, has brought some flowers for him. They are in the living-room.)

- Mr. Taban : Thank you for the lovely flowers, Jane.
- Jane : You're welcome, Mr. Taban. I'm happy you like them. Was your trip to Mecca a pleasant one?

¹ lives is plural of life.



- Mr. Taban : Yes, it was very pleasant, thank you.
- Homa : Father, I've been thinking about Marva and Safa. You said that you had to make seven trips between them, but I didn't understand why. I think Jane would be interested in knowing too.
- Jane : Yes, I would. I've heard a great deal about Mecca since I came to Iran, but I haven't heard anything about Marva and Safa.
- Mr. Taban : Well, there are several stories about the ceremony at Marva and Safa. I'll tell you the one I like best. I'm sure Jane has read about Abraham and Sarah in the Bible, just as we have in the Koran, with a few differences.
- Jane : Oh, yes! Sarah was Abraham's wife. We learn about them in church school.
- Mr. Taban : Yes. Different religions have much in common. Even though their teachings may seem different, they have the same aim. Each provides a way for men and women to live finer¹ lives. Well, Abraham and Sarah, you remember, were a very happy couple. She was a beautiful woman, and they loved each other very much.
- However, like everyone, Sarah had both strengths and weaknesses. After they had been married for some time, she still had not had any children. This worried her very much and she began to think that she might be unworthy of Abraham. Finally, she asked Abraham to marry their Egyptian maid, Hagar.
- Homa : But Abraham wouldn't do that if he loved Sarah, would he?
- Mr. Taban : No, he didn't want to. But Sarah insisted and said that perhaps Hagar would bring a baby into their home. At last, Abraham agreed. When Hagar heard that she would become Abraham's second wife, she felt very honored. Then she gradually

¹ finer = better

became **proud**. When Sarah noticed Hagar's pride, she became angry and began to be unkind to Hagar.

Later, when Hagar gave birth to a son, Sarah's anger and unkindness changed to **jealousy**. They all lived together for a while, but finally Sarah became so jealous that she made Hagar and her son, Ishmael, leave the house.

Jane : That was a very bad thing to do!

Mr. Taban : Yes, it was. Hagar and Ishmael went into the desert and wandered a great deal. Soon they finished all of the food and water that Hagar had brought. She began to **search for** some everywhere, but she couldn't find any. **Meanwhile**, Ishmael became thirstier and thirstier. Then they came to a place called Safa and Hagar thought that she could see a **spring**. It was at Marva. She **hurried toward** it, but when she got there, it was gone. All that she found was **sand**. Looking back toward Safa, she thought she saw another spring. Again she hurried toward it. And again all she found was sand. She did this seven times and each time she found sand instead of water.

Homa : What happened to Ishmael, Father?

Mr. Taban : Ishmael had sat down on the sand. He was **crying** very hard and had **dug** a hole in the sand with his feet. Hagar noticed that the sand there was wet, so she dug the hole deeper. The sand became wetter and wetter and then suddenly a spring appeared. She was very thankful and immediately said a **prayer** of thanks to God. This spring is known as the Zamzam well. And that is why **it is customary** to make seven trips between Marva and Safa, when a person goes to Mecca.

Homa : That's a lovely story.

Jane : Thank you for telling it to us, Mr. Taban.

Mr. Taban : You're very welcome, my Dear.

Comprehension Questions:

Answer the questions.

1. Why did Sarah ask Abraham to marry Hagar?
2. Why was Sarah unkind to Hagar?
3. What did Hagar search for in the desert?
4. Why did Hagar hurry toward Marva?
5. What did Ishmael do with his feet?
6. What does a person do when he goes to Mecca?

I. COMPREHENSION

■ **I.A.** Check (✓) the answer (a, b, or c) which completes the sentence correctly.

1. Sarah thought she might be unworthy of Abraham because
☐ a. he loved Hagar very much.
☐ b. she didn't have any children.
☐ c. she was very weak.
2. Hagar was
☐ a. Abraham's second wife.
☐ b. Abraham's first wife.
☐ c. an Egyptian princess.
3. Sarah's unkindness changed to jealousy.....
☐ a. after Hagar gave birth to Ishmael.
☐ b. before Hagar gave birth to Ishmael.
☐ c. immediately after Hagar married Abraham.
4. When Hagar and her son went into the desert.....
☐ a. they did not have anything to eat.
☐ b. they soon finished their food.
☐ c. they had enough food to eat for a long time.
5. Hagar hurried from Marva to Safa.....
☐ a. to find shelter.
☐ b. to find water.
☐ c. to find Ishmael.
6. Hagar made seven trips between.....
☐ a. Marva and Safa.
☐ b. Marva and Mecca.
☐ c. Safa and Mecca.

■ I.B. Write the answers to the comprehension questions in your notebook.

■ I.C. Idiom Recognition

Here are sentences with some new idioms. You don't need to look them up in your dictionary. Guess the meaning of each underlined idiom from the words around it and check (a, b, or c).

1. The sky cleared little by little after the storm.
☐ a. very soon
☐ b. gradually
☐ c. very little
2. Now children, pay attention. I'm going to tell you something very important.
☐ a. listen carefully
☐ b. stand up
☐ c. give me your money
3. He makes fun of everybody. That is why nobody likes him.
☐ a. pleases
☐ b. laughs at
☐ c. hates
4. Please keep an eye on the baby until I come back.
☐ a. look for
☐ b. look at the baby's eyes
☐ c. take care of; watch
5. Let's make the most of our time so that we can see everything.
☐ a. use our time well
☐ b. waste our time
☐ c. spend too much time

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of Indirect Speech and Direct Speech.

A
You said that <u>you</u> <u>had</u>
She said that perhaps <u>Hagar</u> <u>would</u>

Iraj says that he has
They say that they are
Mina says that she will go

B

You said, "I have"
She said, "Perhaps Hagar will"
Iraj says, "I have"
They say, "We are"
Mina says, "I will go"

NOTES:

1. Sentences in Column A are Indirect Speech.
2. Sentences in Column B are Direct Speech.
3. When the reporting verb is present (says) the tense does not change. When it is past (said) the tense is changed.
4. Pronouns often change in Indirect Speech.

Exercise II.A. *Change the sentences to Indirect Speech or Direct Speech.*

Examples : Mina says, "I want to go shopping."

Mina says that she wants to go shopping.

Iraj said that he didn't want to go fishing.

Iraj said, "I don't want to go fishing."

1. Mr. Taban says, "I had to make seven trips."
2. Mr. Taban said, "I will tell them a story."
3. Homa said, "I don't know the story."
4. Iraj said, "I want to bring her some flowers."
5. Jane said, "I have read about them in the Bible".
6. Mina says that she can't find her pencil.
7. Nima said that he was very thirsty.
8. Homa said that she was coming to see us.
9. He says that he was invited by Mrs. George.

■ II.B. Rewrite the sentences according to the examples.

1. Example: He comes from Europe.

He is a European.

- a. He has a sense of humor.
- b. He knows how to play the organ.
- c. She knows how to type.
- d. He conducts an orchestra.
- e. He prints scientific books.
- f. He admires musicians.

2. Example: She is very patient.

She is very impatient.

- a. The servant is very polite.
- b. This is a correct answer.
- c. It is a complete sentence.
- d. This is a regular verb.
- e. He is an educated man.
- f. We understood our teacher.
- g. She pronounced the word "ship".

3. Example: He writes badly.

He's a bad writer.

- a. He teaches carefully.
- b. He works fast.
- c. He plays noisily.
- d. He farms happily.
- e. He acts cleverly.

4. Example: He was a humorous storyteller.

He told stories humorously.

- a. He was a fast driver.
- b. He was a hard worker.
- c. He was a good football player.
- d. He was an interesting English teacher.
- e. He was a clever story writer.
- f. He was a wise newspaper printer.

■ II.C. Fill in the blanks with suitable form of the verbs.

- 1. The stories about different cultures (can, tell) either in English or Farsi.

2. The lessons (should, teach) in English.
3. You (may, say) a prayer in any language you prefer.
4. Finally the baby (could, see) in the middle of the desert.
5. The visitor (will, give) a single room in the hotel.
6. Some money (should, set aside) for that kind of expenses.
7. Vast areas of agricultural plains (will, divide) among the farmers.
8. As usual, hundreds of people (will, attend) the concert.
9. The noise of traffic (can, hear) from the distance.

■ II.D. Look at the following uses of "the"

- | | |
|--|--|
| 1. To point out a particular subject | the geography of the country
the eastern border
in the north |
| 2. Before superlative adjectives | the easiest
the most important
the two newest |
| 3. Before the names of rivers, oceans, seas, gulfs | the Mississippi River
the Atlantic Ocean
the Caspian Sea
the Persian Gulf |
| 4. Before the names of mountains | the Rocky Mountains
the Alborz Mountains |
| 5. Before geographic plural nouns | the United States
the Great Lakes
the Philippines |

Not before the names of a country, a lake, a mountain:

America, Iran, Lake Urmia, Mount Damavand

- | | |
|---|--|
| 6. Before two nouns
considered as one unit | the state of California
the city of New York
the University of Tehran. |
|---|--|

Not before the names of states, cities, universities:

California, New York, Tehran University

Exercise II.D. Fill in the blanks with "the" where necessary.

1. Three of countries that border Iran are Pakistan, Soviet Union, and Turkey.
2. southern border of Iran is formed by Persian Gulf and Oman Sea.
3. Caspian Sea and Lake Urmia are in northern Iran.
4. Iran also has two major mountain ranges.
5. Alborz Mountains are in north and Zagros Mountains are in west.
6. major rivers in Iran are Karun River, Zayandehrud River, and Sepidrud River.
7. Karun River flows from Iran to Persian Gulf.
8. city of Tehran is largest city in Iran.
9. Isphahan is second largest city.
10. University of Tehran and Sanati University are in Tehran.

LESSON THREE

dialog

AT THE ART MUSEUM

Parvin : Look at that picture, Ahmad. Isn't it beautiful?
Isn't it a work of art¹?

Ahmad : Aw, what's the use of art?

Parvin : What do you mean, "What's the use of art?" Don't you like **pretty** things?

Ahmad : Some are all right. I guess, but I'd much rather see a football game than look at pictures.

Parvin : You probably also think more about what you eat than what you see!

Ahmad : Of course, I do. Eating makes you feel good, but art doesn't.

Parvin . Don't **make fun of** art. What you see can **affect** you much more quickly and in many more ways than what you eat.

reading

SOME USES OF ART

Parvin : Mr. Rod, it's important for us to know about art, isn't it? My brother says it isn't.

Mr. Rod : Of course, it is, Parvin. Your brother probably doesn't think about anything except sports and eating just now. Don't worry, many boys are like that when they are young. Then little by little they begin to **pay attention** to art.

Parvin : But, he said that art had no use at all. It does, doesn't it?

Mr Rod . Yes, it has many uses. Can you **imagine** walls without pictures on them, or parks without statues in them, or cities without beautiful **mosques** and buildings in them?

¹ a work of art = a very beautiful picture, statue, building, etc.



Art is around us all the time, but often we don't notice it. If someone had taken the pictures off our walls last night, would you have noticed it when you came to class?

Parvin : Yes. I would have. The walls would have been empty

Mr. Rod : Empty, and also uninteresting. Our eyes like to have things to look at. It might be a picture of a person, or a place, or a beautiful scene. These are the kinds of pictures that we usually find in our homes.

But, if you had gone to the art museum yesterday, you would have seen a slightly different kind of pictures.

In public places like art museums and offices you often find portraits of famous men and women, and picture of important historical events.

In parks and city squares you see another use of art. There you find statues of great men and women.

These statues and the pictures in public places fill our hearts with pride about our country. On the other hand, the pictures in our homes make us feel happy about our family, or cheerful, or restful. Some pictures fill our minds with very pleasant memories, while



pictures of far away places fill our minds with **curiosity** and wonder.

Parvin : How can buildings be art? They are very different from **paintings** and statues.

Mr. Rod : Yes, they are different; but important buildings are also **designed** to please one's eyes and mind. **Some** buildings give an impression of strength and power, some express beauty, and some seem to be part of the **landscape**.

Art has always been a part of man's life, and it has usually been used to express the things that were important in his life. Sometimes people drew pictures of the animals that provided their food. Sometimes they made designs in **pottery**, cloth or metal to express their customs. Sometimes they made small statues about their lives. And sometimes they designed special buildings and palaces.

As I said, art is all around us, and we can learn a great deal from it, both of the **past** and the **present**. Your brother would have **appreciated** art a little more if he had understood this.

Comprehension Questions:

Answer the questions.

1. Why is it important for us to know about art?
2. What are the three main uses of art?
3. What kinds of pictures are usually found in homes?
4. What kind of art is found in public places?
5. How is art used in buildings?
6. What are some ways that man has used art to express himself?

I. Word Recognition.

*Read the conversations and guess the meaning of the underlined words.
Check the answer (a, b, or c) that seems correct.*

1. Ali: Thieves stole many things from our house last week.
Morad: Doesn't anyone guard your house when you are gone?
"Stole" means a. brought
 b. took
 c. bought
2. Teacher: Your test indicates that you didn't study very well.
Student: Does that mean that I made too many mistakes?
Teacher: Yes, it does.
"Indicates" means a. marks
 b. numbers
 c. shows
3. Mary: Are all of these exercises necessary?
Jane: Yes. We have to write all of them.
"Necessary" means a. needed
 b. liked
 c. preferred
4. Homa: There are beautiful frescoes on the walls of some famous churches.
Mina: We also have some of them in Iran, don't we?
"Frescoes" means a. pictures
 b. choirs
 c. melodies

5. Reza: That is a magnificent statue.
Parvin: Yes. It is really a work of art!
"Magnificent" means a. very poor
 b. very large
 c. very beautiful

II. GRAMMAR AND PRACTICE

- II.A. Look at the following examples of conditional sentences:

If someone had taken....., would you have noticed...?
If you had gone....., you would have seen.....
Your brother would have appreciated if he had understood this.

NOTES:

1. The above sentences indicate past time.
2. We are sure that action did not happen.
3. Use a comma when the "if" clause is at the beginning of the sentence.

Exercise II.A. Rewrite the following sentences like the example:

Example 1: If Ali takes this pencil, will you notice?

If Ali had taken this pencil, would you have noticed?

Example 2. If Mina studies hard, she will learn a lot.

If Mina had studied hard, she would have learned a lot.

1. If we read well, our teacher will be happy.
2. If he listens carefully, will he hear the noise?
3. If they look up every word, they will get very tired.
4. If she pronounces clearly, we will understand.
5. If he changes his mind, will she be angry?
6. If they attend the symphony, they will enjoy it.
7. If we daydream, we will waste our time.
8. If she practices, she will improve her English.

9. If he uses these words, he will increase his vocabulary.
10. If they punish him, will he cry?

■ **II.B.** Look at the following sentences with Two-word verbs:

Group A

I couldn't find out his name.

I couldn't find it out.

He usually takes off his coat.

He usually takes it off.

Group B

At first he didn't look for his book.

At first he didn't look for it.

I usually go over my lesson several times.

I usually go over it several times.

NOTES:

1. The above words are often called Two-word verbs.
2. The meaning of a Two-word verb is usually different from the meaning of the separate parts; for example, find out means discover and go over means review.
3. a. Use object pronouns between the two parts of Group A verbs: take it off.
b. Use object pronouns after Group B verbs: go over it.

Exercise II.B.

a. Rewrite these sentences with Group A verbs.

Example: She looked up the words.

She looked them up.

1. He took off his coat.
2. Please turn off the light.

3. He turned on the heater.
4. I tried on my new coat.
5. You must set aside your books.
6. The boy saved up his money.
7. Could you put on your linen dress?
8. My mother held out her hands.
9. I had to look up your phone number.

b. Rewrite these sentences with Group B verbs.

Example: He looked for his French book.

He looked for it.

1. You should go over the new assignment.
2. Which letters stand for the United States?
3. She searched for her brother.
4. Did the musicians ask for the new instruments?
5. My sister looked for her friend.

■ **II.C.** Look at the following Connectives:

<u>Subject</u>	<u>Verb</u>	<u>Connective</u>	<u>Object</u>
Jane	says		so.
Jane	says	<u>that</u>	she has read about them. (noun clause)
Homa	said	<u>that</u>	something seemed strange to her.
She	asked	<u>where</u>	they were going.
Mary	asked	<u>when</u>	they would go home.

NOTES:

1. When the object of a sentence is expanded, the result is called a "Noun Clause."
2. A connective (that- where- when -what time- who - what - whom - if - whether, etc.) joins the noun clause with the other part of the sentence.
3. The resulting sentence is called a "Complex Sentence."

Exercise II.C. *Combine the sentences as follows:*

Example: It's going to rain. He says so.

He says that it's going to rain.

It's going to rain. I said

I said that it was going to rain.

1. She has not done her assignment. I explained
2. The streets will be crowded. He said
3. We have formed a general idea. We thought
4. All of the words are incorrect. I noticed
5. The walls were empty and uninteresting. He believed.....

■ **II.D. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks:
make fun of— slightly— squares— off— fill— museum—
appreciate— mosques— curiosity— scenes—

1. Class, where are statues usually found?
We usually find them in
2. Javad, please take your coat the chair and hang it up
Yes, mother. I just put it there for a minute.
3. Ahmad, why don't you art?
I do, Parvin, but a football game is much more interesting.
4. How do paintings of pretty affect you?
They make me feel cheerful and happy.
5. Do all children ask so many questions?
Yes, of course. They are all filled with
6. What do people do in.....?
They pray to God.
7. Do you like people who others?
No, I don't like such people.
8. What do you expect to see in a?
I expect to see works of art.
9. Do "landscape" and "scene" have the same meaning?
No, they are different.
10. What impression do statues and pictures in public places give us?
They our hearts with pride.

LESSON FOUR

MICHAELANGELO

Mark Twain said that Michaelangelo was a man who was great in everything he did. He was great in painting, in **sculpture**, in **architecture**, and in poetry.

Youth

Michaelangelo lived about five centuries ago. He was born in Italy in 1475 and he lived to be 89 years old. He lived most of his life in Florence, but he also made several trips to Rome. Some of his best works of art were made in Rome.

When Michaelangelo was a boy of 13, he went to work in a painter's **workshop** in Florence. There he learned how **frescoes** were painted on walls. At first, he **copied** groups of **figures** in pen and **ink** from a wall painting. Later, when his skill improved, he was **permitted** to paint a few **minor** figures in frescoes.

But Michaelangelo preferred sculpture. When he was 14, he was given permission to study a large collection of statues in a garden in Florence. He practiced drawing the statues and he made copies of some of the Greek and Roman ones.

Painting

Much of Michaelangelo's art is connected with religious **themes**. For example, his most famous painting is a fresco on the **ceiling** of the Sistine Chapel in Rome. He had to **lie** on his **back** to do the painting. There are 9 pictures on the ceiling and there are 300 human figures in the pictures. Three of the pictures portray the creation of the world. Three portray the **origin** of Man. And three portray **sin**.

Sculpture

The two greatest statues that Michaelangelo sculptured were "David" and "Moses". David is a statue of an Israeli boy who fought and killed a **giant warrior**. The statue is six meters (18 feet) tall, but his body is exactly like that of a young boy.



A copy of this statue still stands in Florence.

Michaelangelo's statue of Moses, who led the Israeli children out of slavery, is in Rome. People say that it is the most famous statue in Rome. Moses is sitting and has two **tablets** from God under his right **arm**. His face shows that he is very angry with his people, and the **muscles** of his body tell us that he will soon **destroy** the tablets.

Architecture

Michaelangelo's last great achievement was in architecture. When he rebuilt Saint Peter's Cathedral¹ in Rome, he made it more **magnificent** than the Coliseum and the Pantheon.

¹ a very big church

Poetry

The greatness of Michaelangelo's art can be seen in his paintings, sculpture and architecture, but we find the beauty of his thoughts and his **spirit** in his poetry. He wrote about 250 poems and he wrote each one with the same kind of concentration and self-correction that he used in his art.

Comprehension Question:

Answer the questions.

1. What was Michaelangelo great in?
2. What was the first kind of work that Michaelangelo did?
3. What did he do in the garden in Florence?
4. How many pictures did he paint on the ceiling in the Sistine Chapel?
5. Who was David?
6. Describe the face and muscles of Moses.
7. Why is Saint Peter's Cathedral important?
8. What is important about Michaelangelo's poetry?

I. Idiom Recognition:

Guess the meaning of each of the underlined idioms and check (✓) the answer (a, b, or c) that seems correct.

1. Ahmad: Do we have to hurry?
Ali: No, we can take our time?
"take our time" means: a. work slowly
b. stop working
c. work faster
2. Mrs. Jones: Did your maid break these dishes on purpose?
Mrs. George: Yes. She got very angry when I criticized her this morning.
"on purpose" means: a. without reason
b. for a reason
c. carelessly
3. Guide: Did you have a good lunch at the restaurant?
Mrs. Smith: Yes. The young man who waited on me was very nice.

“waited on” means: a. waited until I came
b. served
c. sat beside me

4. Jack: Do you shake hands with everyone that you meet?

Iraj: Yes. It's my custom.

“shake hands with” means: a. hold a person's hands
b. give something to a person
c. take a person's hand for a moment

5. Mrs. Brown: Shall we go to a movie or stay home?

Mr. Brown: Either. It makes no difference to me.

“It makes no difference

to me” means: a. It's all the same to me
b. I can't decide
c. I don't know

II. GRAMMAR AND PRACTICE

Exercise II.A. *Indirect Speech Review. Change the sentences to Direct Speech.*

Examples: I told Reza to close the door.

I told Reza, “Close the door.”

Reza said that he hadn't opened the door.

Reza said, “I didn't open the door.”

(or) Reza said, “I haven't opened the door.”

1. The riverboat pilot said that he could speak Arabic well.
2. The teacher told us to look at the guide words.
3. The astronomer said that he needed a larger telescope.
4. The singer told us to sing with her.
5. The maid told the baby not to cry.
6. The passengers said that they had bought their tickets.
7. The composer told me that he liked to compose symphonies.
8. The conductor told my friend to pay attention to the high notes.

9. The painter said that he didn't know how to appreciate art.
10. The foreigner told me to make myself at home.

■ II.B. Conditional Sentence Review

Fill in each blank with a suitable form of the verbs in parentheses.

1. If I buy an alarm clock, I (to get up) early.
2. I don't have an alarm clock, but if I (to have) one, I (to get up) early.
3. I didn't have an alarm clock last night, but if I (to have) one, I (to get up) early this morning.
4. If you had told him that, he (to appreciate) what you did.
5. I wouldn't behave like that if I (to be) you.
6. If you agree, I (to prepare) a brief summary of the lesson.
7. If she (to go) to the beach, she would have had a very enjoyable time.
8. If the bus (to be) crowded, I will take a taxi.
9. If he were here, he (to know) how to get rid of it.
10. If you had helped him, he (to express) himself very clearly.

■ II.C. Irregular Verb Practice

Change each sentence with the expression of time. The model will help you.

Exercise II.C.1

Group 1	set	set	set
	(no change)		

1. The Sun sets at 6 o'clock in autumn.
 last week.
 yet.
2. They shut their windows on cold nights.
 last night.
 already

3. We spread the tablecloth on the ground for picnics.
 yesterday
 already

Exercise II.C.2

give	gave	given
(middle vowel changes, "en" for pp.)		
see	saw	seen
(middle vowel changes, "n" for pp.)		

- I give him some money every day.
 yesterday.
 already
- She sees her friends every day.
 yesterday.
 yet.
- He eats lunch at 1 p.m.
 yesterday.
 already, hasn't he?
- My friend falls down very often.
 yesterday.
 already three times.
- The birds fly whenever I walk toward them.
 when I walked toward them.
 already
- Mehri draws many beautiful pictures.
 yesterday.
 already
- Ahmad drives very fast.
 last week.
 since last week.
- My father forgets many things.
 last month.
 already
- Iraj rides his bicycle to school every day.
 yesterday.
 for several years.

10. The Moon rises over those mountains.

..... last month.

..... for three weeks.

■ II.D. Vocabulary Practice

Use one of the following words or phrases in each of the blanks:

architecture – magnificent – make the most of – a wonderful
muscles – themes – exactly – his back – ceiling – giant –

1. If I was an artist, do you know what I would create?

Yes, you would create painting.

2. What does your brother want to be great in?

He says that he wants to be great in

3. How does the statue of Moses express anger?

By means of its

4. Mahmud, don't you like my pen and ink copy of that warrior?

Yes, dear brother, it looks like him.

5. How did Michaelangelo paint his most famous fresco?

He painted it as he lay on.....

6. What would you do if you were a tourist in Florence?

i would my time.

7. What is there on the of the Sistine Chapel?

There is a famous painting in fresco by Michaelangelo.

8. What is much of Michaelangelo's art connected with?

It's connected with religious.....

9. What did David do?

He killed a warrior.

10. Is Saint Peter's Cathedral more than Coliseum?

Yes, it is.

TEST ONE

Vocabulary Recognition:

A. Read the sentence and check (✓) the phrase (a, b, or c) that has the same meaning as the underlined word.

1. -The story was difficult to understand. So many things happened and so many different people were introduced.
-Yes, it was very complex.
“complex” means: a. very uninteresting
b. very hard to understand
c. easy to understand
2. -Had they already had their lunch?
-No, they were dining when we arrived.
“dining” means: a. preparing lunch
b. drinking
c. eating
3. -Mike is always thinking about the ways that he can help you.
-Yes, he is an invaluable friend.
“invaluable” means: a. not valuable
b. having great value
c. expensive
4. -Isn't it time for Sally to be in bed?
-She usually goes to bed at 7, but tonight, I'm letting her stay up until 8:30.
“stay up” means: a. sleep late
b. sit straight
c. go to bed late
5. -I think these flowers will die in this hot sunshine.
-Oh, no, they are tropical plants.
“tropical” means: a. warm climate
b. strong
c. cold climate

B. Check the correct part (a, b, c, or d).

6. have opposite meanings.
 - ☐ a. Synonyms
 - ☐ b. Alphabets
 - ☐ c. Antonyms
 - ☐ d. Syllables
7. In Iran meat is served with
 - ☐ a. breakfast
 - ☐ b. rice
 - ☐ c. coffee
 - ☐ d. cheese
8. The that plays high notes is a flute.
 - ☐ a. record
 - ☐ b. French horn
 - ☐ c. symphony
 - ☐ d. instrument
9. is a musical instrument.
 - ☐ a. A concert
 - ☐ b. An opera
 - ☐ c. An organ
 - ☐ d. An orchestra
10. Land surrounded by water is called
 - ☐ a. a pool
 - ☐ b. a gulf
 - ☐ c. an island
 - ☐ d. a plain
11. How many words have you in the dictionary?
 - ☐ a. looked
 - ☐ b. watched
 - ☐ c. looked up
 - ☐ d. looked down
12. Iranians like to drink on cold days.
 - ☐ a. ice tea
 - ☐ b. tea
 - ☐ c. ice cream
 - ☐ d. coffee
13. Music is written by
 - ☐ a. audiences

- ☐ b. conductors
 - ☐ c. choirs
 - ☐ d. composers
14. He was so that he couldn't hear anything.
- ☐ a. graceful
 - ☐ b. deaf
 - ☐ c. elegant
 - ☐ d. impatient
15. Our street is a very one.
- ☐ a. wide
 - ☐ b. deep
 - ☐ c. fertile
 - ☐ d. tall

C. Check the correct meaning (a, b, or c) for the underlined words.

16. Whenever we look at the Moon, we think about space exploration.
- ☐ a. then
 - ☐ b. every time
 - ☐ c. ever
17. We are expected to guess the meaning of as many new words as we can.
- ☐ a. are about to
 - ☐ b. are excused to
 - ☐ c. are supposed to
18. The weather was very lovely yesterday.
- ☐ a. in love
 - ☐ b. love
 - ☐ c. beautiful
19. The printer was deaf.
- ☐ a. unable to speak
 - ☐ b. unable to hear
 - ☐ c. unable to see
20. His answer was very brief.
- ☐ a. short
 - ☐ b. bad
 - ☐ c. long
21. His vocabulary increases a little every day.
- ☐ a. becomes smaller

- ☐ b. becomes larger
- ☐ c. doesn't change
- 22. Did you mention the invitation to your friend?
 - ☐ a. send
 - ☐ b. say anything about
 - ☐ c. remember
- 23. The rhythm gradually became faster.
 - ☐ a. quickly
 - ☐ b. gracefully
 - ☐ c. little by little
- 24. Small children are often very impatient.
 - ☐ a. unwilling
 - ☐ b. happy to wait
 - ☐ c. unwilling to wait
- 25. Many borders are made up of rivers and mountains.
 - ☐ a. are formed by
 - ☐ b. stretch between
 - ☐ c. are made of



STRUCTURE:

A. Fill in the blanks with suitable forms of the verbs in parentheses.

There is a lot of work to be done before Now Rooz. Presents must (buy) and letters must (write). Now Rooz cards should (prepare and mail). Holiday preparations ought to (plan). Soon mother will be (make) holiday cakes and cookies and will carefully (store) them. Cakes and cookies in great number and variety will (find) their way into and out of the oven and into large boxes. They will (keep) for the New Year's holidays. The house will (sweep) carefully and will (take on) a holiday atmosphere. The "Haft Siyn" will also (prepare). But of course Now Rooz (be) still many days away and many other jobs must (do) before it (arrive). It sometimes (seem) as if work will never (finish).

B. Write the correct form of the words in the parentheses. Use the following suffixes or prefixes:

un-	-ment	im-	-ful
-er	mis-	-al	-y
re-	-less	-ly	-able

1. He is Mary's (admire)
2. The beauty of the village encouraged them to stay.
(nature)
3. We wanted to get out of the forest, but unfortunately he
..... us. (guide incorrectly)
4. I do want to solve the problem, but what you say is
(not practical)
5. We spread the tablecloth on the land. (grass)
6. It rained last night. (heavy)
7. It was an party. (enjoy)
8. The teacher the seats so that the smallest children
could be in front. (arranged again)
9. He forgets what he is told. He is a person. (forget)
10. Birds are when they are very small. (feather)
11. The of the dancer's feet were very elegant. (move)
12. It was an fight. (not successful)

C. Put the correct forms of the verbs in the parentheses.

1. Mina (to hurt) my little brother last night.
2. I already (to think) about your plans.
3. She (to teach) us some European customs last year.
4. They (to spend) a great deal of money since last June.
5. The house (to catch) on fire last week.
6. She (to feel) very unhappy about the death of her
friend.
7. They already (to leave) the house.
8. She (to sing) beautifully in the concert last night.
9. They (to ring) the bell at 8 o'clock since the begin-
ning of spring.
10. He (to choose) a nice hat yesterday.
11. My sister (to wear) light dresses since last month.
12. This area already (to become) fertile.

13. He (to win) the Nobel Prize last year.
14. I..... (to hang) a beautiful picture on the wall last night.
15. They (to fight) very bravely in the Civil War.
16. She (to lose) three blouses since the beginning of the year.
17. My uncle (to sell) his home in 1970.
18. He stood and (to hold up) his hand.
19. She already (to swim) 100 meters.
20. They (to speak) French yesterday.
21. Would you mind (to pass) me the juice?
22. The kids used to (to ask) us lots of questions .
23. I'd like (to know) how a person grows deaf.
24. The customer finished (to talk) with the clerk.
25. He is used to (to drink) a lot of coffee.
26. She plans (to spend) her vacation on the beach.
27. I prefer to go by bus instead of (to travel) by train.
28. We enjoyed (to be) with our cousins.
29. He wants (to know) the distance between Kerman and Yazd.
30. You'll get a good mark by (to give) correct answers.

D. Arrange the following groups of words and phrases in sentences. Do not forget commas and capital letters where necessary.

1. Mary - the - did - too - Fred - difference - knew - and
2. style - is - elegant - expressive - nor - his - neither
3. she - the - washed - both - dried - and - bowls
4. Mina - and - I described - so - text - the - did
5. skating - my brother went - at home - but - I - was

E. Answer the questions as in the example:

Example: Did you hear the bell ring?

No, I didn't hear it ring.

1. Did you see Sam come in?
2. Did you watch the guards play football?
3. Did you see the plane land?
4. Did you watch the doctor operate on the patient?

5. Did you hear the soldiers pass by the house?
6. Did you let the visitors wander about the palace?
7. Did you see Pari hike to the top of the mountain?
8. Did you let the girls celebrate their victory?
9. Did you watch the scientist explain his discovery?
10. Did you hear Ali and Mina quarrel?

F. *Make the following sentences 'question' as in the example:*

Example: Bob must hurry.

How can you make him hurry?

1. Reza must listen carefully.
2. Helen must study harder.
3. Your children must help others.
4. Reza must write better.
5. The boys must wash the dishes.
6. Your sister must correct her spelling.
7. Bob must attend all of his classes.
8. Iraj and Mina must continue their experiments.
9. The actors must give another performance.
10. The students must get used to speaking English.

G. *Change the following sentences as in the examples:*

Examples: The teacher said to us, "Class, please study page"

The teacher asked us to study page.....

The priest said to them, "Please don't be angry."

The priest asked them not to be angry.

1. The king said to Avicenna, "Please cure the prince."
2. The doctor said to the nurse, "Take good care of the patient please."
3. Ali's mother said to him, "Ali, please put on a clean shirt."
4. The teacher said to the students, "Do the experiment carefully please."
5. Mr. Afshar said to Javad, "Javad, please close the door."
6. Mr. Pak said to Iraj, "Please don't open the window."
7. Mina said to her sisters, "Please don't quarrel."
8. Susan's father said to her, "Susan, turn on the radio please."
9. The teacher said to us, "Please remember to read page 50."

LESSON FIVE

WRITING

Introduction

Writing is an ancient art and a modern **necessity**. It first began with **marks** on stones and tablets. Today we use pens and pencils on paper. These are now our main **tools** for writing. These tools can be bought by anyone; however, the ability to use them to express ideas cannot be bought. It must be learned through practice.

Writing Skills

A person needs several writing skills before he can express himself well. The most important of these are correct **grammar**, **sentence patterns**, **punctuation** and capitalization. Without these, it is very difficult to **communicate** with others in writing. The way we put words together is the main thing that tells other people what we are thinking about.

Words themselves are more than names for things. They express our feelings. They **interpret** our experiences. They build our knowledge. But by themselves they are **nearly** useless. Without correct sentence patterns and grammar, words are usually misunderstood; and without correct spelling, punctuation, and capitalization they are often meaningless.

Kinds of Writing

One of our most useful and most common forms of communication is letters. We all like to hear from our friends, our brothers and sisters, and our parents. We also like to write to them about ourselves, our experiences, and many other things. Letters are a very practical form of writing and one in which we can use any kind of writing that we want. Usually, however, we write **narratives**, descriptions, or explanations.

Narrative writing, as we have said before is a story about something that has happened. It may be one of our experiences or a friend's experiences. However, it can also be a story about

an important event, something humorous, or even our daily activities.

Descriptive writing, on the other hand, is used to describe things; for example, a pencil, a picture, or a piece of fruit. In addition, it can be used to describe the flavor of your favorite food, fragrance of a flower, beauty, or the way you feel. In writing descriptive statements, we must always pay attention to details.

Explanations are the third kind of writing. Nearly every day a person has to explain something to someone. It may be why something happened or how something happened. A friend, for example, may ask you to explain a word or part of a lesson, or he may ask you to explain the way you did something. Your explanation could be your own ideas or your interpretation of what other people have said or written.

Summary

You will sometimes find that these three kinds of writing are combined with each other. Descriptive writing, for example, may form an important part of a story or of an explanation. Many storytellers like to give descriptions to make their stories seem more exciting and more real.

As a person writes narratives (stories), descriptions, and explanations, he gradually develops his ability to express himself more clearly. He also finds that he is able to communicate his thoughts and ideas to others more effectively.

Comprehension Questions:

Answer the questions.

1. What are the tools that we usually use for writing?
2. What must we learn in order to write correctly?
3. What are words used for?
4. What are three kinds of writing?
5. What is the aim of each kind of writing?

★ I. Idiom Practice

Fill in the blanks with suitable idioms from the list. The words in parentheses will help you.

things in common	in other words	had better
changed my mind	would rather	keep an eye on
It makes no difference	pay attention	waited on
make fun of	made the best of it	little by little

Example: The bell won't ring until 8 o'clock.

(don't hurry)

Take your time. The bell

1. A polite man me in the restaurant. (served)
2. whether you invite me or not. (it is all the same)
3. I study literature than medicine. (prefer to)
4. Did you to what I said? (listen carefully)
5. I stay at home tonight. (it is better)
6. Don't worry, the baby will improve (gradually)
7. I don't like people to me. (laugh at)
8. Mother, please my bag for a few minutes. (watch, take care of)
9. We have many with the people of that country. (similarities)
10. My vacation was very short, but I (used my time well)
11. When I considered the difficulties, I (changed my decision)
12. Capitalization is very important., don't forget to use capital letters. (to say it differently)

II. GRAMMAR AND PRACTICE

■ II.A. Read the following examples of Future Perfect: WILL + HAVE + ED/EN

By tomorrow I will have finished most of my outside reading.

You will have gotten a good headache, too.

They will already have begun playing, so it will be too late to stop them.

Will he have left by tomorrow evening?

NOTE: Use **WILL+HAVE+ED/EN** when an action will be completed at a certain time in future.

Exercise II.A. Complete the following paragraph. Use the above tense and the correct form of the verbs in parentheses.

It is the beginning of the day. In a few hours, my mother (wash) the breakfast dishes and (sweep) the rooms. By 9:30 she (go) to the supermarket and by eleven o'clock she (come back) home. Then by 12:15 she (prepare) a delicious lunch for the family. When Father comes home at 12:30 she (already set) the table and soon after that she (serve) the food. By one o'clock we (eat) everything that Mother has prepared.

■ **II.B. Dictionary Practice**

Pronounce each of the following words and separate the syllables with a line. (Then look up the words in a dictionary)

Example: ex/pla/na/tion (Dictionary: ex pla na tion)		
astronomer	comprehension	groups
sharpen	lively	church
stamp	washed	detail
wisely	assignment	hurry
changes	grammar	wanted

■ **II.C. Tense Review**

Rewrite the sentences as in the examples.

Example a. The boy rode the bus to school.

The boy used to ride the bus to school.

1. My father drove to work.
2. I hung nice pictures on the walls of my room.
3. They met each other every other day.

4. We fought very bravely.
5. You brought your lunch to school.

Example b. He learned how to swim before he was eight.
When he was eight, he had already learned
how to swim.

1. He won three prizes before he was seventy.
2. Mina held up her hand before the teacher finished asking the question.
3. The children went to bed before the nurse came back.
4. He fell asleep before the main show began.
5. The audience stood up before the composer came to the stage.

Example c. He will have dinner at 8 o'clock. (by 8:30)
He will have had dinner by 8:30.

1. Mr. Rod will begin his lesson at 9 o'clock. (by 9:30)
2. They will build the factory this year. (by next year)
3. He will write a few letters this afternoon. (by this evening)
4. I'll leave for work at a quarter to seven. (by 7)
5. He will grow much taller this year. (by the end of the year)

■ II.D. Vocabulary Practice

Choose the best part or parts for each sentence.

1. What is your dessert?
The dessert I like best is apple pie with ice cream on it.
☐ a. fragrance
☐ b. favorite
☐ c. foreign
☐ d. flavor
2. Did you make any mistakes on your paper?
Yes, I forgot three commas and one question mark.
☐ a. grammar
☐ b. capitalization
☐ c. punctuation
☐ d. sentence pattern

3. How can a person learn to more effectively?
By learning to express himself more clearly.
- ☐ a. develop
 - ☐ b. review
 - ☐ c. survey
 - ☐ d. communicate
4. Didn't you bring any with you?
Yes, I brought two — my pen and my pencil.
- ☐ a. statements
 - ☐ b. tools
 - ☐ c. marks
 - ☐ d. narratives

LESSON SIX

ARCHEOLOGY

How would you like to take a trip back in time? Back 1000 years, 2000 years, or more?

Everyone knows that life was much different **then** than it is now. There weren't any airplanes, **automobiles**, telephones, radios, or **guns**. People dressed differently, ate differently, and enjoyed themselves in different ways. But what was life **actually** like **long ago**?

Archeologists

The people who can answer this question are archeologists. They are scientists who spend most of their lives studying the life and **culture** of ancient peoples. They begin by learning as much as they can about ancient **civilizations**. Then they go to the **ruins** of an ancient city and they begin to dig. They have to **remove** all the sand that covers the ruins, but at the same time they must work very carefully. If they don't, they may destroy or lose important **clues**.

An archeologist searches for everything; for example walls, pottery, tools, and **toys**. Sometimes he also finds **jewelry**, precious stones, tablets and artistic **carvings**. He may also find pictures of such events as **funerals**, **weddings** and victories. As he finds these things, he gradually learns how the people dressed, how they prepared food, and how they enjoyed themselves.

Archeology in Iran

In Iran there are many places where archeologists are working. The one that many foreigners find the most interesting is Persepolis, or Takhte-Jamshid. Although the magnificent palace was burned down over 2000 years ago, many stone **monuments remained**. The carvings on the walls show how the people of many different nations dressed then and some of the things that those nations considered important. The writing carved into the walls tells us about the history of the palace,



and the stone **columns** and walls tell us about the architecture of the ancient kingdom.

Another archeological site that is important for a different reason is Marlik. It is in the northern part of Iran and was a completely unknown site until 1961. What the archeologists discovered at Marlik was part of an unknown civilization that existed more than 3000 years ago.

Comprehension Questions:

Answer the questions.

1. What does everyone know about life in the past?
2. What is an archeologist?
3. What are the things that an archeologist searches for?
4. What are the important monuments that one can see at Persepolis?
5. Why is Marlik considered important?

I. Word Recognition

Read the following sentences and try to guess the meaning of the underlined words. Check the answer (a, b, or c) that seems correct.

1. In 1961 Iranian archeologists began to excavate a place called Marlik.
"excavate" means: a. to dig out
b. to destroy
c. to rebuild
2. This site was much more important than many previous

discoveries in Iran.

“previous” means: a. important
b. valuable
c. earlier

3. Traces of human bones were found in some places.

“traces” means: a. pictures
b. paintings
c. small pieces and signs

4. Valuable tools, toys and jewelry were found beside the bones in the tombs.

“tombs” means: a. places for dead bodies
b. artistic carvings
c. small rooms in a house

5. Several archeological expeditions are working in Iran.

“expeditions” means: a. explorations
b. teams of scientists
c. civilizations

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of Future Perfect Continuous:
WILL+SHALL+HAVE BEEN+ING

You will have been working on them for two hours.

You will have been watching me for half an hour.

I will not have been watching you.

I will have been looking at your pictures.

NOTES:

1. Use **WILL+HAVE BEEN+ING** to emphasize the duration of an action that will be finished at a certain time in the future.
2. **SHALL** is sometimes used in place of **WILL**.

Exercise II.A. Rewrite the following sentences like the example. Pay attention to capital letters and commas.

Example 1: I have been living in Meshed for six months.

(by the end of the year, one year)
By the end of the year, I will have been living
in Meshed for one year.

Example 2: How long has Jane been changing her clothes?
(by five o'clock, half an hour)
By five o'clock, she will have been changing
her clothes for half an hour.

1. He has been working in this office for two months. (by next month, three months)
2. Mary has been standing here for forty minutes. (in 20 minutes, an hour)
3. How long has Jack been studying? (by lunch time, four hours)
4. How long have you been reading? (by the end of the day, three hours)
5. I have been waiting here for two days. (by tomorrow night, three days)
6. How long have you been studying English? (by summer, five years)
7. Henry has been using my pen for a week. (by next Friday, 14 days)
8. How long has this group of tourists been visiting these ruins? (by tonight, two days)
9. How long have the students been memorizing the dialog? (by ten o'clock, forty minutes)

■ II.B. Two-Word Verbs

Answer the following questions using object pronouns. (Notice that both kinds of two-word verbs are included).

Example: A. Did you add up the figures?

Yes, I added them up.

B. Is Mina looking for her coat?

Yes, she is looking for it.

1. Did you go over Exercise II.C. in Lesson 1?
2. Are you and Iraj going to look up the new words?
3. Should I put on my hat?
4. Do you think Reza will save up his money?

5. Are the children taking down the pictures?
6. Is Mary going to turn off the TV?
7. Did you ask for this rice dish?
8. Do I have to try on these shoes?
9. Is Homa searching for her comb?
10. Did the gentleman hold out his hand?
11. Did you turn on the TV?
12. Are you looking for the address?
13. Has he found out that you are still living in this town?

■ **II.C.** Look at the following examples of Complex Sentences with Expanded Subjects.

<u>S</u>	<u>V</u>	<u>C</u>
My composition	was	wrong.
It	was	wrong.
<u>S(NC)</u>	<u>V</u>	<u>C</u>
What I wrote	was	wrong.
What I had written	was	wrong.

NOTES:

1. The subject of the above sentences is expanded.
2. The expanded subject forms a noun clause.
3. The noun clause begins with connectives such as WHAT, WHERE, etc.

Exercise II.C. Combine the sentences as follows:

Example: I thought it. It was not true.

What I thought was not true.

1. He had learned it. It was not easy to understand.
2. I had done it. It made her unhappy.
3. I heard it. It was about your great grandmother.
4. You understood it. It was part of a story.
5. They said it. It was a surprise to us.

6. I had heard it. It did not interest her.

■ **II.D. Vocabulary Practice**

Choose the best part or parts for each sentence.

1. What did the archeologists find at Marlik?

They found some that women used to wear 3000 years ago.

- ☐ a. tablets
- ☐ b. toys
- ☐ c. pottery
- ☐ d. jewelry

2. What does “archeological site” mean?

It refers to an area where archeologists search for clues about ancient

- ☐ a. mountain ranges
- ☐ b. cultures
- ☐ c. animals
- ☐ d. civilizations

3. Mina, do you think the carvings on these rocks represent a ceremony?

Yes, I think they represent somebody's

- ☐ a. funeral
- ☐ b. column
- ☐ c. wedding
- ☐ d. ruins

4. What did they discover when they removed all the sand?

They found that was over 4000 years old.

- ☐ a. a gun
- ☐ b. a monument
- ☐ c. an automobile
- ☐ d. a toy

5. How did our ancestors actually live long ago?

We really don't know. Nothing except a few clues about them and their lives.

- ☐ a. removes
- ☐ b. exists
- ☐ c. remains
- ☐ d. requires

LESSON SEVEN

THE OLYMPIC GAMES (I)

The Olympic Games are a very old **tradition** in the world of sports. History tells us that the tradition began more than two thousand years ago. It began on the plains of Olympia in Greece.

At that time Greece was divided into several states. The people of the states were often fighting with each other, but during the Games all wars stopped and the **enemies** lived at peace.

The first Olympic Games were held in 776 B.C. They continued for a thousand years and then were stopped by the Romans. In 1896, 1500 years later, the Olympic Games began again. In that year the people of many countries met and decided to form an Olympic Games **committee**. The first **international** Olympic Games were held in Athens later that same year. Since then the members of the committee have been responsible for the place of the Games and the sports that **athletes** can **compete** in.

Sportsmen from almost every country in the world **take part** in the Olympic Games. They represent every **race**, religion, and nationality. In the first Olympics women were not permitted to take part, but now there are many sporting events for women also.

The spirit of the Olympic Games is: Do your best!

The meaning of "Do your best!" is explained in the Olympic **creed** in this way:



"The important thing in the Olympic Games is not winning, but taking part. The essential thing in life is not conquering, but fighting well."

The Olympic motto is: **Swifter, Higher, Stronger**. It describes the efforts of the athletes to run faster, jump higher, and throw stronger.

Although the ancient Olympics included both cultural achievements and athletic achievements, modern competition is almost entirely athletic. The main sports that have been continued since the first Olympics are running, jumping, **discus** and **javelin** throwing, **boxing** and **wrestling**. Some of the sports that have been added are **cycling**, football, basketball, **rifle** shooting, and **water polo**. Winter sports were added to the Olympic Games in 1924.

Comprehension Questions:

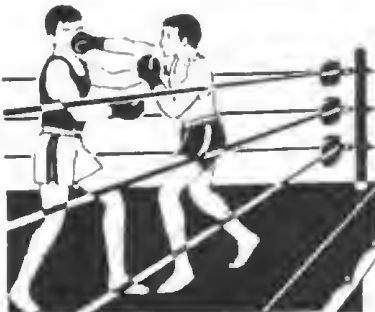
Answer the questions.

1. When and where did the Olympic Games begin?
2. What happened during the ancient Games?
3. When were the first International Olympic Games held?
4. Who can take part in the Games?
5. Give a brief summary of the creed of Olympic sportsmen.
6. Which sports have been continued since the first Olympics?
7. Which sports have been added?

I. Idiom Review

Use an appropriate idiom in each blank. The words in parentheses will help you.

It goes without saying every now and then do me a favor



What's the matter?	by all means	take your time
made fun of	in advance	as long as
from now on	was about to	get rid of
for the time being	so much the better	learned by heart
in other words	by himself	that is why
pay attention	changed his mind	

1. I haven't received my book yet, even though I paid for it (ahead of time, before)
2., don't you like art and music? (What's wrong)
3. you're going shopping, please buy me some matches. (since, now that)
4. Since she has good marks in everything, that she will pass the examinations. (everybody knows)
5. You must be kinder to your little sister (from this moment on)
6. Will you and post this letter? (do something for me)
7. Yes, Have you put a stamp on the letter? (certainly)
8. my grandmother and I go for a walk. (occasionally)
9. I say that since the bus is always crowded, you had better go by subway. (started to)
10. Don't throw those magazines away yet. Put them aside (for now)
11. How can we our debts? (be free of)
12. If you are used to studying hard, (that's even better)
13. He wants to write a brief summary of the text (alone)
14. I a very long poem (memorized)
15. The baby's legs are not strong enough yet he can't stand up for very long. (for that reason)
16., you can write a composition in three different ways. (to say it in another way)
17. to the pronunciation of these new words. (listen carefully)
18. They their old friends. (laughed at)
19. He started to write about the origin of the words and then (changed his decision)
20. and do this exercise well. (don't hurry)

II. GRAMMAR AND PRACTICE

■ II.A. Conditional Review

Use a suitable form of the verbs in parentheses.

During the past several years, scientists have been
(explore) unknown areas of the oceans. Recently they
(make) an underwater village in the ocean to see if Man would
be able to live there. If you had been there, you (see)
a very large "spaceship" standing on the floor of the ocean.
If you (discover) the open hole in the floor of the space-
ship, you would have imagined that it might be full of water.
In addition, you (think) that nobody would have been
able to live in it.

This might (be) true for an ordinary spaceship, but
it was not for this special one. Scientists knew that if they
were going to conquer the ocean, they (have to) find a
way to keep the water out. They thought that if they increased
the air pressure inside the spaceship until it (be) the
same as the water pressure outside, it (prevent) the water
from coming in.

This would also permit the scientists to come and go easily
as they tried to find out if underwater living (be) possible.

■ II.B. Indirect Speech Review

tomorrow	the next day
yesterday	the day before
now (right-now)	then
tonight	that night
today	that day
last week	the week before
next week	the following week

here	there

NOTE: When the reporting verb for Indirect
Speech is in the past, the words indi-

cating time usually change.

Exercise II.B.

a. Rewrite the sentences like the examples.

Examples: He says, "I will be there tomorrow."

He says that he will be there tomorrow.

He said, "I will be there tomorrow."

He said that he would be there the next day.

He told us, "Repeat the words."

He told us to repeat the words.

1. The teacher tells us, "Pay attention to what I say."
2. My cousin says, "I will phone my mother tonight."
3. My cousin said, "I will phone my mother tonight."
4. The boy said, "We will go hiking tomorrow."
5. My mother told me, "Don't pretend to know everything."
6. She said, "My brother found out about the party yesterday."
7. Jane said, "Amir didn't attend his English classes last week."
8. He says, "I spoke to the teacher about it this morning."
9. The girl said, "We are going to a party now."
10. The man said, "I will begin work next week."
11. He says, "You can go to the movies later."
12. She says, "You shouldn't do that here."
13. He said, "We usually don't watch TV at night."
14. He told us, "Eat your sandwich here."
15. He will say, "Come back again tomorrow."

b. Rewrite the sentences like the example:

Example: She said that she would go the next day.

She said, "I will go tomorrow."

1. He said that he would do it the next day.
2. The teacher told me not to write all of the exercises.
3. I said that we had begun a new lesson the week before.
4. She said that her mother was going to leave then.
5. My sister told me to look after her toys.

■ **II.C. Compare the two columns and complete the sentences.**

A
Talking about a completed
action

I have worked on it for seven hours.

- 1 He has studied English for one year.
- 2 She has tried to find me
- 3 They have searched for their bags.

B
Emphasizing the duration of
an action

I have been working on it all day long.

- for the whole year.
- for the last two hours.
- for an hour.

Continue as follows:

A

Mr. Brown will have finished his work by the end of the month.

1. You will have written your assignments by 8 o'clock.
2. I will have known him for five years by next June.
3. She will have finished her English course by next summer.
4. They will have completed the building by next month.
5. They (be) in the bus for six hours by noon.
6. I (finish) this book by tomorrow.
7. He (recite) the poem by 12 o'clock.

B

Mr. Brown will have been teaching for five years by then.

- (work) for three hours by then.
- (work) with him for four years by next June.
- (study) English for seven years by that time.
- (build) it for two years by then.
- They will have been traveling for six hours by then.
- I will have been reading this book for two days by then.
- He will have been reciting the poem for half an hour by that time.

■ **II.D. Vocabulary Practice**

Choose the best part or parts for each sentence.

1. Which sports do you like to watch?
I like to watch athletes throw the

- ☐ a. football
 - ☐ b. rifle
 - ☐ c. discus
 - ☐ d. javelin
2. How did Iraj break his arm?
He fell off his bicycle while he was
- ☐ a. wrestling
 - ☐ b. playing water polo
 - ☐ c. boxing
 - ☐ d. cycling
3. Who the Olympic Games Committee?
It is made up of people from many different countries.
- ☐ a. conquers
 - ☐ b. takes part in
 - ☐ c. competes in
 - ☐ d. includes
4. What is the most point in the creed of Olympic sportsmen and sportswomen?
- ☐ a. important
 - ☐ b. athletic
 - ☐ c. essential
 - ☐ d. entirely
5. What was the aim of the first Olympic Games?
It was to stop wars and have compete against each other in sports.
- ☐ a. efforts
 - ☐ b. enemies
 - ☐ c. stadiums
 - ☐ d. races

LESSON EIGHT

dialog

A SCHOOL HOLIDAY

- Mina: Are you planning to go to the mountains for your vacation?
- Reza: Yes, I am. We **intend** to leave as soon as school is over. How about you?
- Mina: I wish we could do the same, but we haven't decided where to go yet.
- Reza: Why not? What's the trouble?
- Mina: Well, my sister wants to go to the seaside.
- Reza: And your parents?
- Mina: They'd like to visit some historical places.
- Reza: And I suppose you'd like to go to the mountains.
- Mina: Of course! I think being in the mountains is more enjoyable than anything else in the world.

MODEL COMPOSITION NO. 1: NARRATIVE, DESCRIPTION, EXPLANATION

*Your teacher will teach you this lesson as before.
Then do the exercises following it. After that, study the
lesson as a model composition.*

THE OLYMPIC GAMES (2)

- Mr. Rod: What's the matter, Zoobin? You look like you've been fighting.
- Zoobin: I just had an **argument** with Mehrdad. He said that the Olympic Games are a waste of time, and I told him that he was wrong. I said that the games are very important and that they are also very interesting. I told him that the modern Olympics were started by a Frenchman named De Coubertin, and that De Coubertin believed that a program of athletics would strengthen the bodies, minds, and **morals** of boys and girls. But Mehrdad said that he thought movies were still



THE OLYMPIC SYMBOL



much more interesting.

Mr. Rod: Some boys and girls don't feel the same way about sports as you do Zoobin.

Zoobin: I know. But Mr. Rod, may I ask you a **couple** of questions about the Olympics? For example, can you describe the **Olympic Symbol** for me?

Mr. Rod: I'll be happy to describe it for you. First of all the Olympic Symbol is five colored **rings**. The rings are connected to each other to show the sporting **friendship** of all of the peoples of the world. There are five colors: black, blue, yellow, green, and red. These colors were chosen because **at least** one of them is in the **flag** of every nation.

Zoobin: Thank you for the description. Now would you explain the Olympic Torch to me. Why is it important?

Mr. Rod: The explanation is not a very difficult one. You see, the Olympics began thousands of years ago to honor the Greek god, Zeus. So, at the beginning of the Games someone carried a lighted torch from the Temple of Zeus to the Olympic stadium. In those days, you know, fire had a religious meaning. When the person carrying the torch lighted a fire in the stadium, it **signaled** the beginning of the Games.

Today the torch is used to honor the religious origin of the Olympic Games. Remember, one of the basic aims of the Olympics is personal behavior. You might think of the torch as a symbol of the spirit of good sportsmanship. I think it also **reminds** each athlete that

he must do his best to be worthy of the ideals of the Olympics. All of the modern Olympic Games begin officially when a runner arrives with a flame from the Temple of Zeus in Olympia, Greece.

Zoobin: Does one runner carry it all the way?

Mr. Rod: It depends on the distance. Usually, however, the flame is carried by several runners. Each one lights his torch from the previous runner and carries the flame to the next.

Comprehension Questions:

Answer the questions.

1. What had Zoobin and Mehrdad been arguing about?
2. What is the Olympic Symbol?
3. Why was a lighted torch used to signal the beginning of the first Olympic Games?
4. What does the Olympic Torch symbolize?
5. How do runners carry the flame to the Olympic Games?

I. Vocabulary Review

Fill in the blanks with the correct words from the list.

real	develop	react	favorite
gun	combined	borrowed	wish
disgraceful	flavor	funny	headache
activities	unfair	interpreter	

1. I have to see the doctor, I've got a very bad
2. The foreigner did not speak Persian, so I had to be his.....
3. What can we write about our classroom?
4. I didn't like the of my ice cream.
5. Dickens is my writer.
6. The two boys their efforts to solve the problem.
7. Jack told us a joke and we all laughed.
8. With practice you can your reading ability.
9. She returned my book soon after she it.
10. I my friends were here now.
11. His descriptions made the story seem
12. He got very angry when he heard about the decision.

13. How did his son to his father's decision?
14. Betty's behavior made her mother very sad.
15. The thief had a

Continue with the following:

funeral	took part	civilization	remove
carvings	actually	enemies	victory
essential	culture	he held	jewelry
argue	a couple of	at least	

16. Archeologists recently discovered an ancient
17. The life and of many nations are represented at the British Museum.
18. Should we all the dishes from the table?
19. The fire terrified us.
20. Some Indians make artistic on wood.
21. The visitors were very interested in the Queen's
22. The warriors were very pleased with their
23. She was seriously ill after her mother's
24. When will the parents' meeting?
25. How many of you in the basketball game last week?
26. Wise are less harmful than foolish friends.
27. Food and air are for life.
28. Don't with your mother. Do what she asked you to do.
29. He flew to Paris days ago.
30. You might not want to invite him to the wedding, but you could talk to him.

II. GRAMMAR AND PRACTICE

■ **II.A.** *Make a correct sentence with each group of words. Do not forget the capital letters.*

1. quietly - he - usually - the - enters - room-.
2. yesterday - very - school - went - to - he - late -
3. much - play - he - the - enjoy - very - will -?
4. concert - beautifully - night - sang - the - last - he - at -.
5. nor - I - rested - neither - studied -.
6. was born - Sunday - at - on - she - 5 o'clock - May 10th-.

7. music - rhythm - an - been - part - has - important - of - always-
8. neither - am - nor - sleepy - tired - I -.
9. he - to - study - last year - to - architecture - Italy - went -.
10. ability - do - the - learn - have - thirty words - to - each - week - you -?
11. to visit - likes - who - places - historical -?
12. feel - way - do - I - as - you - the same -?

■ II.B. Review

Use suitable forms of the verbs in parentheses. (Some sentences may have two answers.)

Examples: I want (finish) it now.

I want to finish it now.

I enjoy (listen) to music.

I enjoy listening to music.

They like (relax) as soon as they get home.

They like to relax as soon as they get home. (or)

They like relaxing as soon as they get home.

I am tired of (work) hard.

I am tired of working hard.

1. I would appreciate (hear) from you.
2. He has decided (take) French lessons.
3. Instead of (go) to the concert, we went home.
4. Did you see him (climb) to the top of the mountain?
5. Amir has already considered (continue) his studies.
6. She would rather (amuse) the children than waste her time.
7. We watched him (walk) toward the subway.
8. Thank you for (come) to our party.
9. Jack loves (work) for my father.
10. She had not finished (clean) the room when we arrived.
11. They let the boy (consider) the facts.
12. I cannot imagine (do) that again!
13. He hasn't had any experience in (educate) children.
14. I heard him (play) the violin.
15. I don't mind (work) in the summer.
16. She hates (move) into a new neighborhood.

17. Practice (write) that exercise again.
18. I will stop (explain) the lesson if you don't listen.
19. He continued (repeat) the same word.
20. You made me (choose) this course.

■ II.C. Complex Sentences¹

You have learned that when the object or the subject of a sentence is expanded, the result is a Noun Clause and the sentence is called a Complex Sentence. Change the following into complex sentences.

Examples: He was busy. He said so.

He said that he was busy.

I thought it. It was not true.

What I thought was not true.

You don't understand. I see it.

I see that you don't understand.

1. It may rain tomorrow. I think so.
2. I said it. It was a surprise to them.
3. He included it. It was a description of the site.
4. People believed so. It was the most famous statue in Rome.
5. They would have a good time. He hoped so.
6. You haven't been listening to me. I know it.
7. It is about life in Africa. I am writing it.
8. It was very difficult. You were trying to understand it.
9. She can be sure of it. Our trip is not dangerous.
10. You suggested it. It was very interesting.

■ II.D. Vocabulary Practice

Choose the best part or parts for each sentence.

1. What do you think each sportsman remembers the longest?
I think it is the moment that the runner lights the Olympic
.....
☐ a. torch
☐ b. flag
☐ c. symbol
☐ d. flame

¹ Review Lessons 3

2. What does "good sportsmanship" mean?
It means that every athlete should try to be worthy of the of the Olympic Games.
☐ a. creed
☐ b. morals
☐ c. ideals
☐ d. friendship
3. Where do Ali and Susan to go on their vacation?
They are planning to go to Greece for a couple of weeks.
☐ a. include
☐ b. intend
☐ c. expect
☐ d. try
4. Well, is your argument over?
Yes, sir, it is. We have agreed to stop arguing about the Asian Games.
☐ a. previously
☐ b. finally
☐ c. at least
☐ d. officially
5. What do beautiful summer days..... you of.
They tell me that school is nearly over for another year.
☐ a. remember
☐ b. signal
☐ c. remind
☐ d. remain

III. COMPOSITION

Write one paragraph for each of the following types of writing. Begin with one of the sentences (a or b). Write about five sentences for each paragraph.

1. Narrative (a) When I go to a party, I
or (b) Dear Mahin, I had a very good time
2. Descriptive (a) One of the most interesting
or (b) I am going to describe
3. Explanation (a) One of my most difficult problems in studying English last year was
or (b) Let me explain

TEST TWO

Reading Comprehension

DO NOT begin reading until your teacher tells you to.

When your teacher tells you, begin reading the passage below.

Read the passage quickly and carefully.

When your teacher tells you, turn the page and answer the questions.

Try to answer the questions without looking at the passage.

You will have minutes.

Penguins

Penguins get all their food from the sea. Although these birds have wings, they never fly. They use their wings for swimming. Their home is on land but many of them can remain in the sea for months. When penguins are born, at first they are afraid of the water. Their parents have to find enough food for themselves and for their babies. Before long, however, the penguins move to new homes. Then the babies must learn how to swim and how to find their own food.

Check the correct answer (a, b, or c).

1. Penguins get all their food from

- ☐ a. the sea.
- ☐ b. the land.
- ☐ c. their parents.

2. These birds use their wings for

- ☐ a. flying.
- ☐ b. swimming.
- ☐ c. catching fish.

3. Baby penguins are afraid of

- ☐ a. the land.
- ☐ b. the water.
- ☐ c. their parents.

4. At first, the babies get their food
- ☐ a. from big fish.
 - ☐ b. by swimming and fishing.
 - ☐ c. from their parents.
5. When the penguins move to new homes, the babies must
- ☐ a. learn how to fly.
 - ☐ b. learn how to swim.
 - ☐ c. find their own homes.

VOCABULARY

Fill in the blanks with the words from the list.

affect	aim	is used to	searching for
sculpture	skills	negroes	brief
metals	lie	customary	mosque
toward	origin	requires	aloud
baby	rather	oceans	imagine

1. The U.S. is between two
2. The of lesson 1 is to teach us about reading skills.
3. Reading is useful if your teacher corrects your pronunciation.
4. I hope his illness will not our plans.
5. Give me a description of the story.
6. She sleeping late.
7. Success hard work.
8. He was a lonely person.
9. What are you, your pyjamas?
10. Michaelangelo was great in
11. You should improve your reading
12. The maid hurried the baby.
13. A number of are very good musicians.
14. Gold and iron are two kinds of
15. He had to on his back in order to rest.
16. The of many English words is Latin.
17. We say our prayers in a whenever we can.
18. It is to shake hands in Iran.
19. You can't how tall she has grown!
20. The has only five teeth.

STRUCTURE

A. Check the correct part (a, b, c, or d).

1. What in the store yesterday?
☐ a. was she buying
☐ b. she bought
☐ c. she was buying
☐ d. bought she
2. How much?
☐ a. the book costs
☐ b. costs the book
☐ c. does the book cost
☐ d. the book will cost
3. You ought your shoes every day.
☐ a. clean
☐ b. cleaning
☐ c. that you clean
☐ d. to clean
4. How long English?
☐ a. you had been studying
☐ b. do you study
☐ c. have you been studying
☐ d. you have been studying
5. Which boy here for two years?
☐ a. lives
☐ b. has been living
☐ c. does live
☐ d. is living
6. What to the giant warrior that David fought?
☐ a. happened
☐ b. does happen
☐ c. did happen
☐ d. happens
7. I would like to be invited and my brother
☐ a. would too
☐ b. does too
☐ c. too would
☐ d. did too
8. The boys went to the library and Mary.

- ☐ a. so went
 - ☐ b. so is
 - ☐ c. so did
 - ☐ d. so had
9. The man doesn't speak French well and his sons
- ☐ a. doesn't either
 - ☐ b. don't either
 - ☐ c. don't neither
 - ☐ d. speak neither
10. He doesn't like to live in a crowded area, and
- ☐ a. neither I do
 - ☐ b. neither I like
 - ☐ c. neither do I
 - ☐ d. either I don't
11. Jane has eaten sandwiches than Bob.
- ☐ a. few
 - ☐ b. much
 - ☐ c. fewer
 - ☐ d. little
12. He is expected to work
- ☐ a. hardly
 - ☐ b. quick
 - ☐ c. slightly
 - ☐ d. hard
13. Let's not too much noise.
- ☐ a. to make
 - ☐ b. make
 - ☐ c. made
 - ☐ d. making
14. Did you make her your handkerchief?
- ☐ a. to wash
 - ☐ b. washing
 - ☐ c. wash
 - ☐ d. that she washed
15. We will consider north this summer.
- ☐ a. to go
 - ☐ b. that we go
 - ☐ c. going

- ☐ d. go
16. I too many questions or he will get angry.
- ☐ a. must ask
 - ☐ b. need ask
 - ☐ c. need to ask
 - ☐ d. mustn't ask
17. I would rather an opera house.
- ☐ a. design
 - ☐ b. designing
 - ☐ c. to design
 - ☐ d. designed
18. Would you mind me the time ?
- ☐ a. tell
 - ☐ b. telling
 - ☐ c. to tell
 - ☐ d. told
19. Have you anybody interesting today ?
- ☐ a. spoken in
 - ☐ b. spoken
 - ☐ c. spoken to
 - ☐ d. spoken at
20. He is everywhere his bicycle.
- ☐ a. looking ... at
 - ☐ b. looking ... to
 - ☐ c. looking ... for
 - ☐ d. looking forward ... to
21. Soldiers defend their country bravely. Their country defended bravely.
- ☐ a. is
 - ☐ b. was
 - ☐ c. are
 - ☐ d. were
22. The principal should give a prize to Mary. A prize to Mary
- ☐ a. should give
 - ☐ b. should be
 - ☐ c. be given
 - ☐ d. should be given

23. They permitted him to paint. He to paint.
☐ a. was permitted
☐ b. is permitted
☐ c. permitted
☐ d. is permitting
24. This paper in ink tomorrow afternoon.
☐ a. will write
☐ b. will be written
☐ c. is written
☐ d. will be writing
25. I architecture for the last two years.
☐ a. study
☐ b. had studied
☐ c. have been studying
☐ d. am studying
26. At 10 o'clock next Monday my daughter for her English exam.
☐ a. was sitting
☐ b. has been sitting
☐ c. will be sitting
☐ d. has sat
27. After Tom the bell, he left the room.
☐ a. had rung
☐ b. has rung
☐ c. rings
☐ d. was ringing
28. The man his suitcase when the train left.
☐ a. is carrying
☐ b. was carrying
☐ c. will carry
☐ d. has carried
29. Tom thought he study physics.
☐ a. may
☐ b. shall
☐ c. will
☐ d. might
30. If he to the city square, he would have seen the new statue.

- ☐ a. had come
 - ☐ b. comes
 - ☐ c. came
 - ☐ d. would come
31. If you come to the student center, you all of us.
- ☐ a. would see
 - ☐ b. will see
 - ☐ c. would have seen
 - ☐ d. saw
32. If I had time, I to the party with you.
- ☐ a. had gone
 - ☐ b. would have gone
 - ☐ c. will go
 - ☐ d. would go
33. If she had come a little earlier, she him.
- ☐ a. would have met
 - ☐ b. had met
 - ☐ c. met
 - ☐ d. would
34. "Come back soon." My mother asked me back soon.
- ☐ a. that I came
 - ☐ b. to come
 - ☐ c. that I come
 - ☐ d. come
35. He said, "I painted a few minor figures". He said that a few minor figures.
- ☐ a. he has painted
 - ☐ b. he had painted
 - ☐ c. I have painted
 - ☐ d. I painted
36. The teacher told me to write about the origin of these words. The teacher said, "..... the origin of these words."
- ☐ a. To write about
 - ☐ b. Write about
 - ☐ c. He will write about
 - ☐ d. I will write about
37. "I have spent too much time on it." He says too much time on it.

- ☐ a. he has spent
 - ☐ b. I have spent
 - ☐ c. he had spent
 - ☐ d. he spends
38. The policeman said to Amir, "You have broken the law." The policeman said that Amir the law.
- ☐ a. breaks
 - ☐ b. is breaking
 - ☐ c. has broken
 - ☐ d. had broken
39. "Mahin will be here soon" Ali said that Mahin here soon.
- ☐ a. is
 - ☐ b. is going to be
 - ☐ c. will be
 - ☐ d. would be
40. He said that he would be late. He said, "..... late".
- ☐ a. He would be
 - ☐ b. I will be
 - ☐ c. I would be
 - ☐ d. I have been

B. Make the following sentences negative as in the examples:

Examples: Amir forgot to mail the letter.

Mina didn't forget to mail the letter.

Amir needs to buy a shirt.

Mina doesn't need to buy a shirt.

1. Amir wants to get a microscope.
2. Amir refused to go camping.
3. Amir remembered to correct the homework.
4. Amir wants to be a surgeon.
5. Amir is learning to solve puzzles.
6. Amir tried to pick up the statue.
7. Amir was planning to attend the play.
8. Amir wanted to jump across the stream.
9. Amir started to experiment with sulphur.
10. Amir promised to tell a joke.

C. *Combine the sentences as in the example:*

Example: Javad left. The teacher arrived.

Javad had left before the teacher arrived.

1. The man hid the portrait. His wife came in.
2. Avicenna sharpened a knife. He examined his patient.
3. She learned many things. She went to school.
4. They found out the secret. Their friend told them.
5. He touched his daughter. He remembered the danger.
6. They captured the town. The sun came up.
7. She heard the news. She got back from her trip.
8. Mold grew in the dish. He returned to his lab.
9. He wrote many letters to his pen friend. He met him.
10. He slept late every morning. He bought an alarm clock.

D. *Answer the questions with the given words:*

Example: Where will Reza go? (Rome)

He'll go to Rome if his father lets him.

1. What will Ali build? (a campfire)
2. Who will Parvin invite? (her girl friend)
3. Where will Javad's brother go? (for a hike)
4. What will the boys correct? (their mistakes)
5. When will the girls go to London? (next summer)

LESSON NINE

FALL FESTIVALS

The fall of each year is a very busy time for people who live on farms. They must **harvest** their **crops** and **store** them before winter comes. But in many countries fall is also a time for **joy**, **feasting**, and giving thanks to God. In Iran this fall celebration is called Mehregan and in America it is called Thanksgiving Day.

Iran

In ancient Iran the sixteenth of Mehr was celebrated as the **festival** of Mehregan. It was one of the two most important festivals of the year for ancient Iranians. The purpose of this festival was to celebrate light, peace and friendship. It was a day when enemies had to be friends and when all people were permitted to speak to the King.

In those days Mehregan was celebrated by the giving of **gifts**. For example, rich people offered the King the things that they liked best: **perfume**, clothes, horses, gold and **silver**. Poets offered their best poems, singers and musicians offered songs, and so forth. Each offered what he was able to.



PERFUME

Although Mehregan changed over the centuries, it has not been forgotten. In modern Iran for example many **Zoroastrians** continue to celebrate this day by wearing new clothes, preparing a special table, wishing each other happiness and helping the poor.

America

Thanksgiving Day in America is also a day of friendship and joy; however, its origin is quite different. It began about 350 years ago. A small group of people left England in a small wooden ship and **sailed** west. After three and a half months they reached the land that later became America. Unfortunately, they arrived in the winter and many people died during the first

few months.

The following spring the remaining people planted crops. The Indians helped them a great deal and taught them how to grow corn. Everyone worked very hard during the spring and summer, and when fall came there was an excellent harvest.

They were so thankful for the harvest that they decided to have a three-day feast. The men brought geese, ducks and fish, and the Indians brought wild turkeys and deer. The women spent many days cooking these, vegetables and bread. They began their feast with a prayer giving thanks to God for the harvest and for their safety.



TURKEY

Comprehension Questions

A. Read the text and write the answers to the following questions in your notebook.

1. What happens in the fall? (It is a time for _____)
2. How was Mehregan celebrated?
3. How do many Zoroastrians celebrate Mehregan now?
4. What is the origin of Thanksgiving Day in America?
5. What did everyone do in the spring?
6. What did they celebrate on the first Thanksgiving Day?
7. How is Thanksgiving Day celebrated now?

B. Summarize the text in a few sentences.

1. Idiom Recognition

Guess the meaning of each underlined idiom. Check the answer (a, b, or c) that seems correct. Practice using them in other sentences.

1. -I called your brother up yesterday, but nobody answered.
-He must have been out of town.
"called up" means: a. tried to visit

- b. telephoned
c. called him loudly
2. -Were your parents at home last night?
-Yes, and several friends called on them.
"called on " means: a. visited
b. telephoned
c. invited
3. -Amir was very rude to me this morning. I really got angry at him.
-Never mind. Amir always acts that way.
"Never mind" means: a. don't pay any attention to him.
b. don't be mixed up
c. don't be ashamed
4. -Is Mina getting along well in English?
-Yes. She's the best student in her class.
"getting along well" means: a. feeling strong
b. enjoying herself
c. making progress
5. -How many idioms have you learned so far?
-I'm not sure; but more than one hundred, I think.
"so far" means: a. previously
b. up to now
c. by heart
6. -How would you like to take a walk through the park?
-That sounds great. Let's start now.
"to take a walk" means: a. to go for a walk
b. to stop walking
c. to invite somebody for a walk
7. -Mina is the top student in her class.
-No wonder. She takes advantage of every chance she gets in order to study
"takes advantage of" means: a. always misuses
b. makes the most of
c. always wastes
8. -Where did the meeting take place?
-In the Conference Hall.
"take place" means: a. participate
b. begin

c. happen

9. -What did your mother say to you?

-She told me to put my books away when I finished my assignments.

"put away" means: a. throw aside

b. take away

c. return to their proper place

10. -Look out when you get off the bus.

-Don't worry, I will.

"look out" means: a. look out of the window

b. be careful

c. don't worry

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of Indirect Questions.

Mary asked me. "Where did your classmates go?"

Mary asked me where my classmates had gone.

Mr. Smith said to us. "Why does Amir pretend to like ice tea?"

Mr. Smith asked us why Amir pretended to like ice tea.

His grandmother said. "Isn't John ashamed of what he did?"

His grandmother asked if (whether) John wasn't ashamed of what he had done.

Our hostess usually asks. "Would you like some more tea?"

Our hostess usually asks if (whether) we would like some more tea

The nurse will say. "Can you come at five?"

The nurse will ask if (whether) I can come at five.

NOTES:

1. a. If the reporting verb is in the present or future tense, the other verbs do not change.

- b. If the reporting verb is in the past tense, the other verbs are usually changed.
2. Use statement word order (Subject+Verb) in indirect questions.
3. If the direct question is a "yes/no" question, the indirect form must be introduced by "if" or "whether".

EXERCISE II.A. *Change the following sentences into indirect form.*

1. He always asks me, "What time is it?"
2. Maryam asked the teacher, "How old is our civilization?"
3. I sometimes say, "Shouldn't he be ashamed of himself?"
4. Her guests will ask, "When is the wedding going to take place?"
5. I said to the clerk, "How much does the gun cost?"
6. Jack asked me, "Are you going to be honest with me?"
7. The athletes asked, "Where will the wrestling matches be held?"
8. The tourist asked the guide, "What do those carvings mean?"
9. My sister asked me, "Did you like your visit to the museum last week?"
10. I said to the principal, "Why do you accept such unreasonable answers?"

■ **II.B.** *Look at the Prepositions in the following sentences.*

They will be at home in the evening.

I will be in Meshed on Friday.

Susan lives on Saba Street.

Mary played for an hour.

The program was broadcast from that site.

John will be back by eight o'clock.

He left at ten minutes to six.

The gift was a bottle of perfume.

He opened it with a knife.

NOTES:

1. The above nine prepositions are the most common prepositions in English.
2. Each preposition can have several different meanings.

EXERCISE II.B. Choose the correct prepositions from the list to fill the blanks.

in on for from by at to of with

1. Our neighbors will come back August.
2. Many office people work eight four.
3. My father was the table.
4. They built their house the coast.
5. My grandparents live many miles here.
6. John lives his parents.
7. The temperature dropped zero.
8. I will be back eight o'clock. (not later than)
9. The ship was built a German company.
10. We saw a good film TV.
11. We drove fifty miles.
12. Be sure to write your assignment ink.
13. The best restaurants are that street.
14. How much is a pound butter ?
15. The box arrived airmail.
16. He went the store to buy a portable radio.
17. The guests will arrive Monday.
18. Did he travel bus ?
19. The bell usually rings 8:30.
20. He left at ten minutes five.

■ **II.C.** Fill in the blanks with the Articles "the", "a" or "an", where necessary.

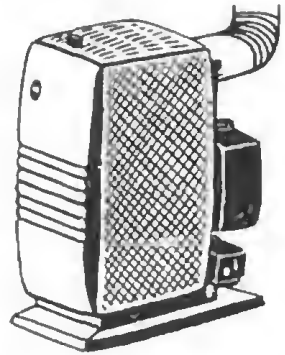
1. victories you are talking about are Napoleon's.
2. There is wonderful palace on that hill.

3. palace we visited last week was very magnificent.
4. children sang joyfully.
5. Arrange these words in column.
6. Then divide column into words with prefixes and with suffixes.
7. gold is expensive metal.
8. gold in your ring looks very old.
9. There is large stone monument at that site.
10. There are large stone monuments at that site.
11. He lives on Fifth Avenue in New York.
12. fifth book belongs to Mary.
13. My uncle visited Mexico last September.
14. Appalachian Mountains are in United States.
15. Soviet Union borders Iran.
16. Persian Gulf and Oman Sea form our southern border.
17. tea in their cup is quite cold.
18. They formed international committee for peace.

LESSON TEN

BLACK GOLD

When you got up this morning did you warm yourself beside a kerosene heater? Were the clothes you put on made of nylon, or some other **synthetic material**? Were some of the things on your breakfast table **plastic**? Today dishes, clothes, kerosene and many, many other things are made from "black gold".

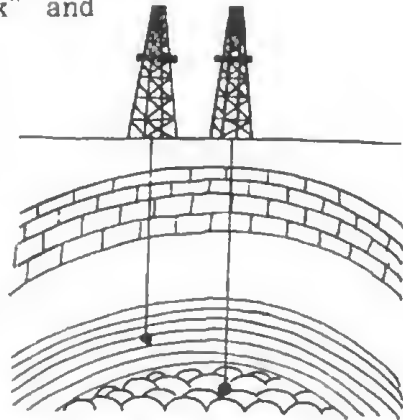


A KEROSENE HEATER

What is "black gold"? We generally refer to it as "**petroleum**", which can be translated "rock oil". "petra" is the Latin word for "rock" and "oleum" means "oil"

Origin

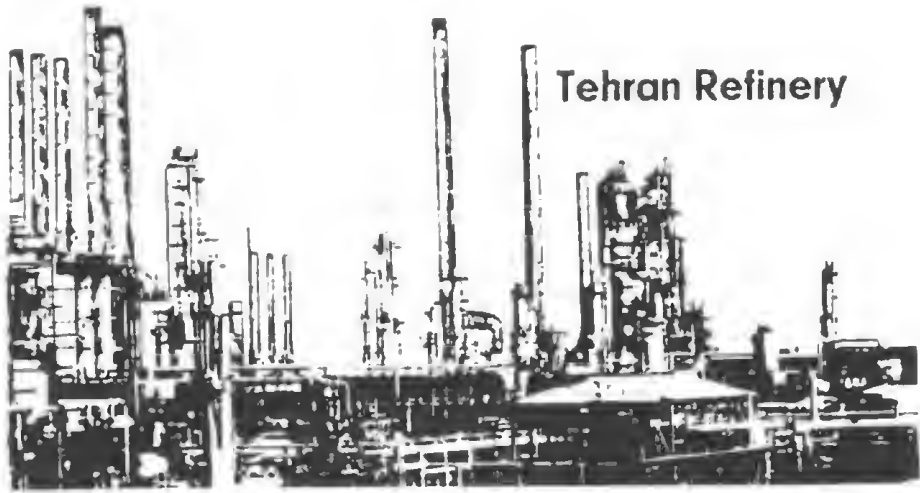
In the **shallow** parts of lakes and oceans millions of years ago, plants, fish and small animals died and **sank** to the **bottom**. Then sand which was washed into the lakes and oceans covered them. Every year more and more plants, fish and animals died and were covered by sand.



After thousands of years the sand began to turn into rock. As it did, chemicals and bacteria changed the **buried** plants fish and animals into gas and oil. The weight and pressure of the sand and rock **caused** the gas and oil to flow through the rocks and to form pools.

Wells

Although oil was known to most ancient people, it was used mainly for medicine and light. It was not until the 19th century and the **industrial revolution** that a need developed for more and better **fuels**. At that time oil was **gathered** from **streams** and shallow wells, nobody thought about **drilling** for it. In 1859 a company in Pennsylvania, USA decided to try to find oil by



Tehran Refinery

drilling a well. They had many difficulties at first, but on August 27, 1859 their drill passed through the rock and dropped into a pool of oil.

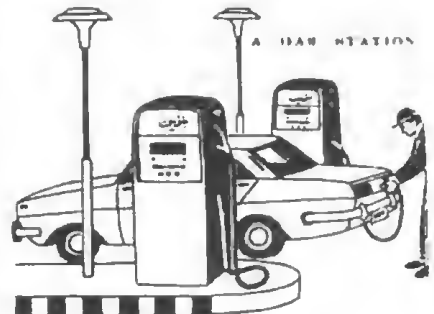
That first oil well was only 69 feet deep. Now oil wells are usually many thousands of feet deep. One of the deepest in Iran is 15,750 feet deep. It is Karun Well No.1 and is south east of Andimeshk.

Products

After oil is discovered, it must be **transported** to a **refinery**. It may go by **pipeline**, ship, railroad or **truck**.



When the oil arrives at a refinery, it is first separated into **products** such as **gasoline**, kerosene, **lubricating** oils, and **asphalt**. Some of these are then refined for other products; for example, gasoline for automobiles, airplanes and **jet** planes. At the same time other parts of the oil are changed into such things as plastics, synthetic materials, **rubber**, etc.



If we did not have petroleum, much of our present way of life would stop. There would be no gasoline for automobiles, buses, or planes; no kerosene for factories, heating, or cooking; no asphalt for roads or **roofs**; few plastic products and very few synthetic materials. In fact, we would have to do without over 2000 products that are now made from "black gold".

Comprehension Questions

1. What are some of the important products of petroleum?
2. Where does petroleum come from?
3. How do we get oil?
4. What happens in a refinery?
5. Why is petroleum called "black gold"?

I. Word Recognition

Read the following sentences and try to guess the meaning of the underlined words. Check the answer (a, b, or c) that seems correct.

1. No one is absolutely sure how petroleum was made.
"absolutely" means: a. clearly
b. almost
c. completely
2. Petroleum is found beneath land which used to be the bottom of ancient oceans.
"beneath" means: a. near
b. over
c. under
3. Petroleum is usually obtained by drilling wells in the earth.
"obtained" means: a. gotten
b. refined
c. sunk
4. Long before man inhabited the earth, the seas were full of small animals and plants.
"inhabited" means: a. lived on
b. left
c. discovered
5. When these animals and plants died, they began to settle to the bottom of the sea.
"settle" means: a. grow
b. sink
c. live
6. Petroleum, or crude oil, is the most important mineral oil.
"crude" means: a. burning
b. unrefined

- c. lubricating
7. More than 2000 different products are extracted from petroleum.
 "extracted" means: a. gotten
 b. transported
 c. drilled
8. Oils are usually colorless and lighter than water.
 "lighter" means: a. brighter
 b. shallower
 c. less heavy
9. When cooking oil has a bad odor, it shouldn't be eaten.
 "odor" means: a. smell
 b. flame
 c. product

II. GRAMMAR AND PRACTICE

■ II.A.1. Connectives and Noun Clauses:

Look at the following Connectives and Noun Clauses: Direct and Indirect Questions.

He asked, "Who is going to the movies?"

Q. word¹

He asked who was going to the movies.

S V (Conn.) N.C.

He said to me, "Where did you find it?"

Q. word

He asked me where I had found it.

S V (Conn.) N.C.

He asked, "What time is it?"

Q. word

He asked what time it was.

S V (Conn.) N.C.

1. Q. word = Question word

S = subject

V = Verb

Conn. = Connective

N.C. = Noun Clause

NOTES:

1. The question word in direct questions is a connective in indirect questions.
2. These connectives are part of the noun clause.

EXERCISE II.A.1. *First change the sentences into indirect questions. Then draw one line under the noun clauses and two lines under the connectives.*

Example: I asked him, "When are you going to the beach?"
I asked him when he was going to the beach.

1. The teacher said, "Who is supposed to recite the poem?"
2. She usually asks, "What time should I be there?"
3. The man said to the boy, "Why did you pour gasoline in the stream?"
4. The woman said, "Where can I boil the potatoes?"
5. He asked, "What is the first letter of the English alphabet?"
6. My mother always says to me, "Whose rubber shoes did you borrow?"
7. He said to Mina, "Whom are you going to quarrel with next?"
8. Mrs. Jones said, "Why don't they plant rice there?"
9. He asked me, "What time will you call us?"
10. She asked me, "Which material do you like best?"

■ **II.A.2.** *Look at the following indirect questions with the Connectives IF and WHETHER.*

He asked, "Is it a mysterious adventure?"

He asked if it was a mysterious adventure.

S V (Conn.) N.C.

Mina asked, "Will they pay attention to me?"

Mina asked whether they would pay attention to her.

S V (Conn.) N.C.

EXERCISE II.A.2. *Change the following sentences into indirect questions using the connectives "if" or "whether". Underline the noun clauses.*

Example: She asked me. "Have you heard Beethoven's Ninth Symphony?"

She asked me if (whether) I had heard Beethoven's Ninth Symphony.

1. He asked her, "Can you spell the word 'desert'?"
2. The foreigner asked, "Is this valley fertile?"
3. He asked, "Does gas flow through those pipelines?"
4. I asked Tom, "Have you written a brief summary of the text yet?"
5. Ahmad asked the clerk, "Is this a synthetic material?"
6. My aunt asked me, "Will you give this bowl to Mary for me?"
7. The merchant asked them, "Can these products be transported by truck?"
8. Jane asked the Browns, "Did you enjoy yourselves at the wedding?"

■ **II.B.** *Look at the following examples of SHOULD/COULD/MIGHT; Past, Present.*

You should get used to it.

He should study hard this year.

We could go to the movies this afternoon.

The factory might produce more trucks next month.

I would appreciate your answer by next Monday.

Compare:

You should have gotten used to it last year. (But you didn't)

He should have studied hard last year. (But he didn't)

We could have gone to the movies yesterday afternoon. (But we didn't)

The factory might have produced more trucks last month. (But it didn't)

NOTES:

1. Modals+infinitives without TO are usually used for present or future time.
2. SHOULD/COULD/MIGHT+HAVE+Past Participles (a) express past time and (b) often indicate that something did not happen.

EXERCISES II.B. *Make sentences for different situations.*

Examples: He may fail his exam tomorrow.

(should, study very hard tonight)

-He should study very hard tonight.

He failed his exam last week.

(should, study harder)

-He should have studied harder.

1. Margaret lost her bag in a store yesterday.

(should, be more careful)

2. Mary's white dress is red because she washed it with her red blouse.

(shouldn't, wash them at the same time)

3. We are free this afternoon.

(could, go swimming)

1. We wasted our time yesterday afternoon.

(could, go swimming)

5. He drove his father's car without permission.

(shouldn't, do that)

6. Napoleon was defeated at Waterloo.

(might, conquer Europe)

7. Ahmad's glass of milk is still on the table.

(he should, drink his milk)

8. He drives very fast.

(might, kill himself some day)

9 Jack's shoes were very dirty.

(should, clean them)

10. The door was open but nothing seemed to be missing.

(a thief, could take everything)

III. WRITING

Study the following patterns and write the exercises.

4. IT+BE+Complement: Adverb/Adjective Phrase

S(IT)	V(BE)	C(Adj)
It	is	cold.
It	will be	nice.

● **Exercise:** *Make five sentences with Pattern 4.*

5. IT+BE+Complement: Adverb/Adverb Phrase

S(IT)	V(BE)	C(Adv)
It	will be	at ten o'clock.
It	was	in September.

● **Exercise:** *Make five sentences with Pattern 5. Use words indicating time, month, day of the week, etc.*

6. THERE+BE+S+C(Adverb)

THERE	V(BE)	S	C(Adv)
There	are	many people	here.
There	was	a boy	by the window.

● **Exercise:** *Make five sentences with Pattern 6 and the following phrases:*

on the wall	in the bottle	a raft
a rooster	water	by the river
in the house	on the stage	actresses
thieves		

LESSON ELEVEN

dialog

SIGHTSEEING IN TEHRAN: Ferdowsi Square

(Tom is Amir's penfriend from New York.)

Tom: That's an interesting statue. Who is it?

Amir: That's Ferdowsi, one of our greatest poets. He wrote the "Shahnameh"¹ which is one of our most famous literary works. In addition, it is one of our greatest masterpieces.

Tom: Wasn't the "Shahnameh" written after the Arabs invaded Iran?

Amir: Yes, that's right. You probably think of it as an epic poem about the glories of Iran before the Arab invasion; but to us it has an even greater importance. You see, it helped to revive Persian as our national language.

Tom: Then, that must be the "Shahnameh" in his hand. What do the bird and the child represent?

Amir: The bird represents the fabulous Simorgh of Persian literature and the child is Zal¹, the son of Sam¹. Both are important characters in the Shahnameh.

reading

THE SIMORGH AND ZAL

Tom: Amir, what's the connection between the bird and the child in that statue we saw this morning, the one of Ferdowsi in Ferdowsi Square?

Amir: The connection between the Simorgh and Zal? The Simorgh raised Zal. When Zal was born, his hair was as white as snow, or, as they said, as

1. "Shahnameh", "Zal" and "Sam" are often written as "Shāhnāmeḥ", "Shāzhnāmeḥ"; "Zāl", "Zaal"; "Sām", "Saam".



white as the hair of an old man. This made him look very strange and his father, Sam, who was a great hero, was very **disappointed**. Sam had always wanted a son, but he couldn't accept such a strange-looking one. He made his wife **give up** the baby and **ordered** his men to take him to the Alborz Mountains and leave him there.



A NEST

It happened that the Simorgh also lived in the Alborz Mountains. She found the baby while she was searching for food and took him to her **nest**.

As time went by, Zal grew up and became strong and **handsome**. The news that a handsome young man with snow-white hair was living in the Alborz Mountains finally reached Sam. That Zal might be alive was welcome news because Sam had not had another son. **Besides**, he had often thought over his actions and he **realized** how **cruel** he had been. He sent his men to find Zal but they returned empty-handed. Then he went in search of Zal himself. While Sam was searching, he found where the Simorgh's nest was; however, he couldn't find any way to reach the nest. Finally he prayed to God for help, **admitting** that he had been wrong and asking to be **forgiven**.

The Simorgh saw Sam and knew that it was time for Zal to return to his people. Zal didn't want to go, but she advised him to do so. She gave him one of her feathers and said, "Whenever you are in danger, burn this feather and I will come to help you." Then she carried him down to his father.

As time passed Zal got used to his new life and became **well-known** because of his snow-white hair. His father no longer **mind**ed his son's strange appearance and did everything he could to make him happy. When Zal wished to marry Rudabeh, a princess from Kabul, Sam became very angry; but his love for his son **overcame** his anger and he gave him permission to do so.

The couple were very happy together until Rudabeh was

about to give birth to their first child. It seemed that she was going to die. Zal was very sad and cried a great deal before he remembered the Simorgh's promise to help him whenever he needed help. He quickly got the feather she had given him and burned it. As she had promised, the Simorgh appeared before him. She told Zal how to operate on Rudabeh so that the baby would be born safely and how to take care of Rudabeh after the operation. Then, saying that the baby would become the **champion** of the world, the Simorgh disappeared.

Comprehension Questions

1. Why do you think Sam named his son Zal?
2. What did Sam order his men to do?
3. Where did the Simorgh take Zal?
4. Why was Sam happy to hear that Zal might be alive?
5. What did Sam say when he prayed to God for help?
6. What did the Simorgh promise Zal?
7. What happened when Zal asked Sam for permission to marry Rudabeh?
8. Why did Zal burn the Simorgh's feather?

1. Idiom Practice

Use an appropriate idiom in each blank. The words in parentheses will help you

so much the better
by themselves
did their best
no wonder
that's very kind of you
every now and then
by all means
every other week
learned ... by heart
it goes without saying

it sure is
all day long
fell in love with
do me a favor
what's the matter
hard on
for the time being
go back over
from now on
as long as

1. "What's wrong with you, Nancy? You look very excited. (What's wrong)"
2. "I know, but taking a short break can be quite relaxing. (Everybody knows)"

3. You should.....your lessons for a few minutes every day. (review)
4. "Would you like some more coffee?" "Yes, please;....."
(You are very kind)
5. Students should learn to solve problems(alone)
6. Theyto cross the Atlantic Ocean in five days.
(made their greatest effort)
- 7..... interesting that nylon and plastic are made out of oil. (It certainly is)
8. "..... he doesn't feel any responsibility! He has never learned to be responsible." (It's not surprising that)
9.the teacher asks us to summarize our lesson.
(Occasionally)
10. Mr. Rod gives us a test (every two weeks)
11. Let's forget about the university requirements.....
(for now)
12. You must behave more politely in public (from this moment on)
13. Will you? I need a couple of stamps. (do something for me)
14. Yes,..... What kind of stamps do you want? (of course)
15. you're going to the opera house, please buy me two tickets. (Since)
16. Her son is so shoes that she has to buy him a new pair every other month. (wear them out soon)
17. If the audience would like to take part in the program, (that's even better)
18. Jim a beautiful girl last summer. (began to love)
19. Jack has the borders of several countries.....
(memorized)
20. The passengers on the ship enjoyed themselves..... (the whole day)

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following Noun Clauses after prepositions.

I am thinking about it. Where should he go ?

Obj.¹

I am thinking about where he should go.

Prep.²

N. C.

His nationality is shown by it. How does he speak ?

Obj.

His nationality is shown by how he speaks.

Prep.

N. C.

NOTES:

1. Noun clauses may be used after prepositions.
2. A connective (WHERE, HOW, etc.) joins the prepositions to the noun clause.

EXERCISE II.A. *Combine each pair of sentences into one complex sentence. Underline the noun clause.*

Example: What did he say ? I read about it.

I read about what he said.

1. How can we tell him the truth ? We're worried about it.
2. How did people use to live ? I'm curious about it.
3. How does he behave ? A man's personality is shown by it.
4. What was he asking for ? I've agreed to it.
5. How was this column made ? We are disappointed with it.
6. Where is he studying ? Reza's parents are very pleased about it.
7. What had happened ? She was interested in it.
8. What did she cook ? I wanted to add a little salt to it.
9. Where are they going ? I'm afraid to go.
10. What did you want ? She agreed to do.
11. What are you doing ? You're not supposed to do.
12. What were they watching ? They were amused by it.
13. What did he say ? The teacher talked about it.
14. What did you suggest ? My wife argued against it.
15. What did you suggest ? I argued with my wife about it.

1. Obj = Object

2. Prep = Preposition

16. What did you do? You should be ashamed of it.
17. What time is it? I'll find out.
18. What did you say? My argument is based on it.
19. What did he achieve? He is famous for it.
20. Where did you walk to? The place is far from there.

■ **II.B.** Look at the following examples with Infinitives and ING forms.

He wants to be on time.

They have decided to speak French.

I enjoyed studying with Mary.

Do you mind waiting for a few minutes?

John has begun to take English lessons.

John has begun taking English lessons.

NOTES:

1. Many verbs in English are always followed by infinitives.
2. Certain verbs are always followed by ING forms (e. g., ENJOY, MIND, STOP, CONSIDER, APPRECIATE, FINISH, ADMIT, DISLIKE, KEEP).
3. A few verbs may be followed by either infinitives or -ING forms (e. g., START, BEGIN, CONTINUE, LIKE, HATE, LOVE, PREFER).

EXERCISE II.B. Oral Practice: Give an answer to the question using the verbs in parentheses.

Examples: Does Grace call her friends? (not mind)

She doesn't mind calling them.

Did Reza call his friends? (plan)

He planned to call them.

1. Does Bob feel important? (enjoy)
2. Did Mina like the flavor of this food? (pretend)
3. Will your parents go to Europe some day? (wish)
4. Did your uncle buy that old gun? (consider)

5. Are the children still playing with the tablecloth ? (stop)
6. Did he develop good behavior ? (decide)
7. Does he borrow a pencil every day ? (want)
8. Did you hear from Mr. Smith ? (appreciate)
9. Will John remain in the village for a while ? (would like)
10. Are you still working on the sentence patterns ? (finish)
11. Did they ask about the ideal person ? (keep)
12. Did you take the sign ? (admit)
13. Do you read epic poems ? (prefer)
14. Did they talk about climbing Mt. Damavand ? (keep)
15. Does he eat in restaurants ? (dislike)
16. Does your mother watch TV ? (enjoy)
17. Do the students talk in class ? (should stop)

■ II.C. Two-Word Verbs

Rewrite the following sentences with pronouns in place of the underlined words.

Example: I took away all the papers.

I took them away.

1. He will find out the result of his exam tomorrow.
2. Think over the problem and come back tomorrow.
3. She tried on several different skirts but didn't buy any.
4. Would it be all right if I tried on that coat ?
5. Please turn off the TV.
6. The young mother gave up her baby boy.
7. Take out your ruler and draw a line on your paper.
8. He held up the precious ring and asked who had lost it.
9. Take off your shoes and relax.
10. Set aside the details for later reference.
11. Turn on the heater if you are cold.
12. Don't put on those funny trousers any more !
13. The professor saved up some money to buy his favorite encyclopedia.
14. The lazy student threw aside his book and called up his friend.
15. Add up the numbers, please.
16. Ali, put on your raincoat if you're going outside.
17. He turned on the light when he came in.

LESSON TWELVE

THE UNITED NATIONS (Explanation)

For many hundreds of years people have tried to find a way to **prevent** war. But with little success. In 1945 they tried again by forming a new **organization**, the United Nations. The representatives of fifty nations met in San Francisco and after two months of hard work, they agreed on a United Nations **Charter**. The four main **goals** in the Charter are:

1. To keep the peace.
2. To prevent war.
3. To encourage **respect** for human rights.
4. To improve the **social** and **economic condition** of all people.



The U. N. Building (New York)

Keeping the Peace

The heart of the United Nations is the **General Assembly**. It is the place where the problems of the world are discussed. Once every year all the member nations, which now number over 126, meet in the General Assembly. Each nation has only one **vote** whether it is a large nation or a small one. Since the UN is not a world **government**, the General Assembly cannot pass laws for all nations or their peoples. It can, however, advise action by either the **Security Council** or member nations.

Preventing War

The Security Council meets throughout the year. It consists of fifteen members, five **permanent** (Britain, China, France, the **Soviet Union** and the United States) and ten non-permanent. The non-permanent members are elected for two years by the General Assembly. The duties of the Security Council are (a) to solve problems among nations peacefully and (b) to punish **aggressors** and prevent the spread of war. It can ask the member nations to provide armies. The Security Council has taken part in

solving problems in many parts of the world; for example, Northwestern Iran, Greece, Indonesia, Kashmir, Korea, Egypt and Israel, the Congo, Hungary, and Southeast Asia.

Human Rights

With the birth of new nations in many parts of the world increasing attention has been given to human rights. In 1948 the General Assembly agreed on a **declaration** of human rights, and this has become the ideal of all member nations. Human rights are considered to be just as important as UN efforts to keep peace in the world and to prevent war.

Social and Economic Condition

Social and economic conditions are the responsibility of ECOSOC, the Economic and Social Council. The main responsibility of this Council is to build a better life throughout the world. It is made up of many special **agencies**, including UNESCO (United Nations Educational, Scientific, and Cultural Organization), FAO (Food and Agriculture Organization) and the World Bank. The work of this part of the UN is based on the belief that **ignorance** and **poverty** often lead to war and, therefore, are problems that must be solved.

Many people argue that the United Nations has done too little and some people argue that it has done too much, but it must be admitted that we have not had a major war since the UN was formed. In addition, many more people are working together for world peace now than ever before

Comprehension Questions

1. Why did the representatives of many nations meet in San Francisco in 1945?
2. What is the main responsibility of the General Assembly?
3. How can the Security Council prevent wars?
4. How important is respect for human rights?
5. What do many people believe about ignorance and poverty?
6. What are two ways that the UN has been successful?

I. COMPREHENSION

■ I.A. Multiple Choice Questions

Choose the correct answer (a, b, c, or d) for each of the following sentences.

1. For hundreds of years people
☐ a. have successfully prevented war.
☐ b. have been forming the United Nations organization.
☐ c. have tried to prevent war.
☐ d. have tried to agree on a UN Charter.
2. The UN works very hard to
☐ a. encourage respect for human rights.
☐ b. keep the peace and prevent war.
☐ c. improve social and economic conditions.
☐ d. do all of the above.
3. The General Assembly
☐ a. can pass laws for all peoples.
☐ b. can advise the Security Council to act.
☐ c. is a world government.
☐ d. consists of fifty nations.
4. The Security Council is made up of
☐ a. 5 permanent members and 10 non-permanent members.
☐ b. over 126 member nations.
☐ c. 10 permanent members and 5 non-permanent members.
☐ d. 50 member nations.
5. The 1948 declaration of human rights
☐ a. is a law.
☐ b. is an ideal.
☐ c. is for aggressor nations.
☐ d. is not considered very important.
6. UNESCO, FAO and the World Bank
☐ a. are members of the General Assembly.
☐ b. try to solve problems that might cause war.
☐ c. are based on ignorance and poverty.
☐ d. are the only agencies in ECOSOC.

■ I.B. Idiom Practice (Oral Drill)

1. Please keep an eye on the children for a few minutes.
 my books.
 your baby sister.
 these instruments.

2. Let's take our time. It's still early.
 The program won't begin for an
 hour
 The others will probably be late.
 There's no reason to hurry.

3. They may change their about learning to paint.
 minds about going to the movies.
 if they consider the problems.
 if they think about it.
 later.

4. Did he break his pencil on purpose?
 Did she forget her book
 Did they come late
 Did you tell your friend

■ I.C. Vocabulary Review

Study the new words in Lessons 1 to 5 and then do the following exercise. Choose a suitable word for each blank.

1. The symphony was on TV last night.
☐ a. fixed
☐ b. broadcast
☐ c. included
☐ d. stored
2. Whenever we are not able to tune in the station clearly, we
 call up a radio
☐ a. transistor
☐ b. portable
☐ c. formula
☐ d. repairman

3. This theater usually - European programs.

- ☐ a. presents
- ☐ b. feasts
- ☐ c. transports
- ☐ d. reminds

4. The.....of some of our classmates is mathematics.

- ☐ a. origin
- ☐ b. menu
- ☐ c. background
- ☐ d. formula

5. Her husband bought her a small bottle of.....as a gift.

- ☐ a. perfume
- ☐ b. fuel
- ☐ c. joy
- ☐ d. turkey

6. Synthetic materials are some of the products of.....

- ☐ a. lubrication oil
- ☐ b. a refinery
- ☐ c. petroleum
- ☐ d. drilling

7. The small boat sank to the.....of the stream.

- ☐ a. shallow
- ☐ b. bottom
- ☐ c. roof
- ☐ d. climate

8. He had to tell us more about the fabulous champion.

- ☐ a. invaded
- ☐ b. respected
- ☐ c. overcome
- ☐ d. permission

9. Improving economic conditions has helped major wars between many countries.

- ☐ a. to prevent
- ☐ b. to admit
- ☐ c. to spread
- ☐ d. to bury

10. The members of the United Nations agreed on four main

- ☐ a. charters
- ☐ b. human rights
- ☐ c. goals
- ☐ d. agencies

11. The "Shahnameh" is a valuable masterpiece because many of the characters remind us of the of the past.

- ☐ a. festivals
- ☐ b. glories
- ☐ c. communities
- ☐ d. aggressors

12. Each permanent member of the organization for human rights.

- ☐ a. ordered
- ☐ b. disappointed
- ☐ c. evaluated
- ☐ d. voted

II. GRAMMAR AND PRACTICE

■ II.A. Look at the Noun Modifiers in the following sentences.

They tried by forming a new organization. 'adjective'
 Nations can borrow money from the world bank. 'noun'
 whether it is a large or a small nation. 'adjective'
 In 1945 they organized the United Nations. 'past participle'
Increasing attention has been given to hu- 'present parti-
 man rights. ciple'

NOTES:

1. A noun modifier is a word or a group of words that tells something about a noun.
2. An adjective, a noun, or a verb form can be a noun modifier.

EXERCISE II.A. *Underline the noun modifiers in the following sentences. Indicate what kind of modifiers they are.*

Example: The UN is not a world government. Noun

1. What are the main goals in the Charter?
2. After months of hard work, they agreed on a charter.
3. The goal was to improve the economic condition of the people.
4. All of the member nations meet once a year.
5. The non-permanent members were elected a week ago.
6. The responsibility of the Council is to build a better life.
7. He grew up to be a handsome man.
8. You've got the wrong number.
9. He bought a table lamp yesterday.
10. The disappointed student argued a lot.
11. The winning team got a magnificent prize.
12. He put his comb in his shirt pocket.
13. The university students showed great interest.
14. Let's find the topic sentence.
15. My brother failed his translation course.
16. The terrified man didn't know what to do.
17. The products were transported in large trucks.
18. She had her wool sweater on.
19. Look at that lovely bird.
20. She has a friendly face.

■ II.B. Review of Patterns

Make five sentences for each of the following patterns. Choose suitable words from the word list at the back of your book.

- | | |
|----------------|----------------------------|
| Pattern No. 1. | S + V(BE) + C(N) |
| 2. | S + V(BE) + C(Adj) |
| 3. | S + V(BE) + C(Adv) |
| 4. | S(It) + V(BE) + C(Adj) |
| 5. | S(It) + V(BE) + C(Adv) |
| 6. | There + V(BE) + S + C(Adv) |

TEST THREE

Reading Comprehension

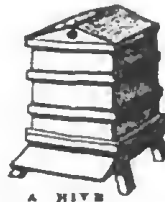
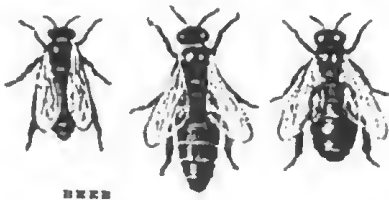
Read the following passage and check the correct part; a, b, c, or d.

Honeybees are small flying animals that live in large groups; they never live alone. Their home is called a "hive". If the number of honeybees in a hive falls below 10,000, the bees leave that hive and try to join another one.

In every hive there is one queen bee, a number of drone bees (male bees), and many worker bees. The queen bee is the only bee that lays eggs. She may live for as long as five years, laying eggs almost all the time. She moves from one small cell to another, making sure that each cell receives only one egg. The worker bees give her food, help her move about, and keep her clean.

Even in the largest groups there are generally not more than a thousand drone bees. Although they do not work in the hive, the worker bees take care of them. However, when winter comes and there is little food, the drone bees may be killed.

The worker bees are female bees like the queen bee; however, they are smaller than the queen bee and they cannot lay eggs. They get the sweet liquid called "nectar" from flowers and change it into honey. Worker bees live for about five weeks.



1. Honeybees can live and work
 - ☐ a. in groups over 10,000.
 - ☐ b. in groups less than 10,000.

- ☐ c. where there is honey.
- ☐ d. only during summer.
- 2. The male bees are taken care of by worker bees during the summer, but in winter they
 - ☐ a. eat all the honey.
 - ☐ b. must go to work.
 - ☐ c. may be killed.
 - ☐ d. help protect the eggs.
- 3. The worker bees are like the queen bee but they do not
 - ☐ a. make honey.
 - ☐ b. get nectar from flowers.
 - ☐ c. leave the hive.
 - ☐ d. lay eggs.
- 4. lives the longest period of time.
 - ☐ a. The drone bee
 - ☐ b. The worker bee
 - ☐ c. The queen bee
 - ☐ d. The male bee
- 5. The queen bee lays eggs in such a way that each cell
 - ☐ a. has a single egg.
 - ☐ b. is near a worker.
 - ☐ c. has honey in it.
 - ☐ d. can be cleaned.

VOCABULARY

A. Fill in the blanks with the correct form of the words in parentheses.

1. We accepted the invitation. (glad)
2. He made a kind of ointment by various medicines. (combine)
3. Should we the names of people? (capital)
4. They used to with each other by letters. (communicate)
5. The mother could clearly notice the of her son's mind. (develop)
6. He answered "yes". (simple)

7. There are a lot of.....in school today. (active)
8. How did your teacher.....your writing assignment?
(evaluate)
9. Many Arabic words entered our language after the.....
(invade)
10. The usual results of and ignorance are sickness
and disease. (poor)

*B. Choose a correct definition from the list
below for the underlined words in each sentence. (Not
all of the definitions can be used.)*

past education and experience	to travel by ship
something that can be carried easily	good-looking
found out, understood	ran away
beginning	inexpensive
very easily	not real
magnificent	the next
autumn	only

1. I'd like to buy a small portable typewriter.
2. He simply said that the reception should be informal.
3. Tom's background is reflected in his present behavior.
4. The regular harvest time is in the fall.
5. They sailed to an island and had a restful vacation.
6. He got his salary the following week and went to Egypt.
7. She married a handsome man.
8. The origin of that culture is unknown.
9. He was supposed to talk about the fabulous characters in
the "Shahnameh".
10. The woman realized that her son was terrified by the
dark.

*C. Choose the idiom that correctly completes
each of the following sentences.*

1. -"This radio never works right."
- "You ought to it and buy a new one."
- ☐ a. have a close call
- ☐ b. keep an eye on

- ☐ c. get rid of
2. -"Do you plan to buy some more furniture?"
 -"Yes, but ... this will be enough."
☐ a. for the time being
☐ b. all of a sudden
☐ c. little by little
3. -"The children already seem to know the story."
 -"Yes, they know it"
☐ a. on time
☐ b. so much the better
☐ c. by heart
4. -"Let's buy some new records."
 -"Sorry. I can't. I'm"
☐ a. in advance
☐ b. broke
☐ c. looking forward to
5. -"He should take care of his health."
 -"That"
☐ a. goes without saying
☐ b. is about to
☐ c. is no wonder
6. -"I think you may be tired of sightseeing."
 -"..... I always enjoy it."
☐ a. No wonder
☐ b. On the contrary
☐ c. I'm afraid
7. -"It's too bad that we're having bad weather this weekend."
 -"Yes, but let's"
☐ a. make no difference
☐ d. make the most of it
☐ c. take part in it
- 8 -"I did all my assignment!"
 -"..... I Now you can watch the TV program."
☐ a. For a little while
☐ b. All of a sudden
☐ c. Good for you
9. -"Let's go on a picnic next Friday."

- "Sorry. I'm in work."

- ☐ a. on the contrary
 - ☐ b. up to my ears
 - ☐ c. little by little
10. - "I think I'm a little mixed up."
- "..... you are I"
- ☐ a. I'm afraid
 - ☐ b. As long as
 - ☐ c. On the contrary

STRUCTURE

*A. Combine the following pairs of sentences
according to the directions.*

1. I don't like the fragrance of the flowers. I don't like the color of the flowers.
(simple sentence with compound noun phrases, "neither nor")
2. He indicated the problem. He solved the problem.
(simple sentence with compound verb phrases, "both and")
3. Mary has to stay home. Jack has to stay home.
(simple sentence with compound noun phrases, "either or")
4. I don't know it. Why do you call it disgraceful?
(complex sentence with object expansion)
5. It was only a part of their victory. You saw it.
(complex sentence with subject expansion)

B. Use the correct form of the verbs in parentheses.

1. I have the table by the time you come back. (fix)
2. Mary ing German for two years by the end of this month. (study)
3. She already how to speak it. (learn)
4. She ing very hard these days in order to get a good mark. (work)
5. I wish I a stamp collection! (have)
6. If he had concentrated, he much more. (learn)
7. If he less curious, he wouldn't have so many

problems. (be)

8. If you study the diagram carefully, yousolve the problem. (should, able to)
9. I wish Ihim before. (know)
10. He admittedthe whole building. (destroy)
11. They plan about the goals of the U.N. organization. (talk)
12. We are tired of so many exercises. (do)
13. I myself heard himthe new lesson. (explain)
14. Jackmore polite to his cousin yesterday, but he wasn't. (be)
15. We didn't know he was deaf. Youus before. (can, tell)
16. He finishedus about a fabulous land before the bell rang. (tell)
17. She said shehim if he came back soon. (forgive)
18. Susanwhen the teacher returned her composition. (disappoint)
19. I intendthe subject before I talk about it. (think over)
20. He ordered me notthe bird's nest. (destroy)

C. Insert correct articles (a, the) or prepositions (on, in, under, over, in front of, at, for, from, along, behind) where necessary.

1.gold is a precious metal.
2.gold in this jewelry is very valuable
3. There isbench in the shade of those trees.
4.coffee is the usual drink in the United States.
5.coffee which comes from Brazil is the best.
6. We watched the ceremoniesTV.
7. You need a strong bodywrestling.
8. The TV cameras were not farthe actress.
9. Let's hang the lampthe table.
10. Put the chairthe dressing table.
11. We walkedthe river.
12. You can't see the tiger; it'sthe wall.
13. Ferdowsi livedthe tenth century.

14. They have cold cereal breakfast.
15. You'll get your certificate Monday.
16. We have 15 days of vacation Farvardin.
17. It is generally colder night.
18. We usually sit the table for lunch.
19. The Brown family lives Oak Street.
20. Your book is your chair. That's why you can't find it.

D. Change the following sentences from "Direct" to "Indirect".

1. The students said, "We feel that we are achieving something each day."
2. Amir asked Bob, "Have you read anything about adult education in Iran?"
3. My mother ordered me, "Leave the baby alone and amuse yourself in some other way."
4. Mr. Smith says, "My son is studying architecture at Shiraz University."
5. The foreigner is asking, "Did my appearance attract much attention?"

E. Give complete answers to the following questions. Use pronouns and the underlined verbs in your answer.

1. Did your father add up the figures?
2. Does your trip depend on the weather?
3. Will your friend turn on the TV?
4. Did Mary look everywhere for her dress?
5. Will the cook set aside some of these boiled potatoes for tomorrow?

F. Fill in the blanks of the following conversation. Pay attention to capitalization and punctuation (commas, question marks, periods).

1. Do you play the piano or sing?
I neither
2. Are you interested in sports?

- Yes, so my sister
3.
I live on Azadi Avenue.
4. How do you go to school?
..... usually because I live school
5.
I'm in the Sixth Grade.

G. Change the sentences as in the example:

Example: Why didn't you tell Jack not to drink the coffee?
Because he had already drunk it.

1. Why didn't you tell Reza not to close the door?
2. Why didn't you tell the children not to eat the pastries?
3. Why didn't you tell the girls not to hide the sandwiches?
4. Why didn't you tell the boy not to take the medicine?
5. Why didn't you tell Bob not to go to the party?
6. Why didn't you tell Mina not to wash her blouse?
7. Why didn't you tell your friends not to elect Jim?
8. Why didn't you tell Amir not to borrow Ali's violin?
9. Why didn't you tell Mary not to accept the gold coin?
10. Why didn't you tell the man not to throw the vases?

APPENDIX

I. Speed Reading Exercises (Appendix A. B. C. D.)	112
II. Answers To The Exercises With ★	120
III. Irregular Verbs	122
IV. Word List	126

Appendix A.

DO NOT begin reading until your teacher tells you to.

When your teacher tells you, begin reading the passage.

Read the passage quickly and carefully.

When your teacher tells you, turn the page and answer the questions.

Try to answer the questions without looking at the passage.

You will have minutes.

One afternoon the spring weather was so beautiful that Professor Jack Herbert left the university after lunch and walked to a nearby park. He sat down on a bench and opened the physics book that he had brought with him. Before he read two words, however, a man said, "Well, hello. The last time I saw you was in Washington two years ago. What are you doing here? Do you live in this town? I'm in charge of a big company now. They gave me two days off, so I decided to come and see the university."

Professor Herbert didn't recognize the man and didn't know what to say. His wife often called him an absent-minded person, and the stranger might have met him in Washington. But he had come to the park to relax, not to talk, so he said, "I don't think I've met you before. I haven't been to Washington for the last five years."

"Then I must have made a mistake. Sorry."

"I'm afraid so," replied Professor Herbert, as he turned back to his book.

Check the correct answer (a, b, or c).

1. Professor Herbert went to a park after lunch in order to.....
 - ☐ a. talk to someone.
 - ☐ b. meet a friend from Washington.
 - ☐ c. enjoy the spring weather.
2. The man who spoke to him was
 - ☐ a. a stranger.
 - ☐ b. an old friend.
 - ☐ c. a university professor.
3. Professor Herbert
 - ☐ a. knew he hadn't met the man before.
 - ☐ b. didn't know whether or not he had met the man before.
 - ☐ c. was sure he knew the man.

Appendix C.

DO NOT begin reading until your teacher tells you to.

When your teacher tells you, begin reading the passage.

Read the passage quickly and carefully.

When your teacher tells you, turn the page and answer the questions.

Try to answer the questions without looking at the passage.

You will have..... minutes.

When Professor Herbert bought the boy some chocolate ice cream, he didn't notice that he was wearing a white shirt. And almost immediately, of course, the boy's shirt was covered with ice cream.

"Oh! Look at him!" cried the child's mother when she returned. "It's all your fault! Why did you let him have it?"

"He kept saying that he wanted it," Professor Herbert answered.

"Now what am I going to do? I have to meet my mother-in-law¹ in ten minutes. If she sees Herbert like this, she'll tell my husband that I'm a very bad housewife. I should have known not to leave Herbert with a stupid, careless person like you."

The way she spoke, Professor Herbert took it for granted that she was going to make a lot of trouble. But fortunately she hurried away angrily, pulling her boy after her.

By then it was 4:30 and Professor Herbert had to get back to the university. He had a class to teach at 5:00 and besides, it was getting cool.

1. The mother of one's husband or wife.

Check the correct answer (a, b, or c).

1. Professor Herbert went to a park after lunch in order to.....
 - ☐ a. talk to someone.
 - ☐ b. meet a friend from Washington.
 - ☐ c. enjoy the spring weather.
2. The man who spoke to him was
 - ☐ a. a stranger.
 - ☐ b. an old friend.
 - ☐ c. a university professor.
3. Professor Herbert
 - ☐ a. knew he hadn't met the man before.
 - ☐ b. didn't know whether or not he had met the man before.
 - ☐ c. was sure he knew the man.

Appendix B.

DO NOT begin reading until your teacher tells you to.

When your teacher tells you, begin reading the passage.

Read the passage quickly and carefully.

When your teacher tells you, turn the page and answer the questions.

Try to answer the questions without looking at the passage.

You will have --- minutes.

Professor Herbert concentrated on the first page of his book again and started to read, but before he had finished a paragraph, a lady and her little son appeared in front of him. Her beautiful silk dress showed that she was a very well-to-do person.

"Pardon me, Sir," she said. "I'm in a hurry. You look like a very kind person. Will you keep an eye on my little boy while I go to the drugstore across the street? I'll be back in just a few minutes."

Before the professor could say a word, the woman was gone. He looked at the child and put his book aside. The child looked at him and said,

"What's your name?"

"Jack Herbert. What's you?"

"Herbert Jack."

"Really? That's very interesting."

"I want some ice cream."

"All right," said the professor. He took the boy's hand and they walked to an ice cream man who was standing nearby.

"What flavor?"

"Chocolate," said the little boy.

Check the correct answer (a, b, or c).

1. A lady and her little boy appeared in front of him — — —
 - ☐ a. after he had read several paragraphs.
 - ☐ b. before he had read two words.
 - ☐ c. before he had read a paragraph.
2. The lady was
 - ☐ a. hungry.
 - ☐ b. rich.
 - ☐ c. poor.
3. The boy's name was
 - ☐ a. exactly the same as the professor's.
 - ☐ b. Jack Herbert.
 - ☐ c. Herbert Jack.

Appendix C.

DO NOT begin reading until your teacher tells you to.

When your teacher tells you, begin reading the passage.

Read the passage quickly and carefully.

When your teacher tells you, turn the page and answer the questions.

Try to answer the questions without looking at the passage.

You will have..... minutes.

When Professor Herbert bought the boy some chocolate ice cream, he didn't notice that he was wearing a white shirt. And almost immediately, of course, the boy's shirt was covered with ice cream.

"Oh! Look at him!" cried the child's mother when she returned. "It's all your fault! Why did you let him have it?"

"He kept saying that he wanted it," Professor Herbert answered.

"Now what am I going to do? I have to meet my mother-in-law¹ in ten minutes. If she sees Herbert like this, she'll tell my husband that I'm a very bad housewife. I should have known not to leave Herbert with a stupid, careless person like you."

The way she spoke, Professor Herbert took it for granted that she was going to make a lot of trouble. But fortunately she hurried away angrily, pulling her boy after her.

By then it was 4:30 and Professor Herbert had to get back to the university. He had a class to teach at 5:00 and besides, it was getting cool.

1. The mother of one's husband or wife.

Check the correct answer (a, b, or c).

1. The woman was very angry at
 - ☐ a. the professor.
 - ☐ b. her mother-in-law.
 - ☐ c. the boy.
2. Professor Herbert thought
 - ☐ a. she was a bad housewife.
 - ☐ b. she would make a lot of trouble.
 - ☐ c. she had a careless mother-in-law.
3. The professor went back to the university because
 - ☐ a. he was a careless person.
 - ☐ b. he was absent-minded.
 - ☐ c. he had to teach.

Appendix D.

DO NOT begin reading until your teacher tells you to.

When your teacher tells you, begin reading the passage.

Read the passage quickly and carefully.

When your teacher tells you, turn the page and answer the questions

Try to answer the questions without looking at the passage.

You will have minutes.

How a Rocket Works

An ordinary balloon can show you how a rocket works.

Blow up a balloon and squeeze its neck so that the air can't escape. Then let go of the neck. As air rushes out through the opening, the balloon will fly through the air in the opposite direction.

A rocket works somewhat like the balloon. The hot expanding gases that shoot out from the tail of the rocket push the rocket forward.

The speed of the rocket depends on how fast the gases shoot out.

Check the correct answer (a, b, c, or d).

1. An ordinary balloon can
 - ☐ a. fly as fast as a rocket.
 - ☐ b. fly to the moon.
 - ☐ c. show you how a rocket works.
 - ☐ d. teach you about different kinds of gases.
2. In using a balloon to explain how a rocket flies, the first thing you do is
 - ☐ a. release its neck.
 - ☐ b. watch it fly through the air.
 - ☐ c. squeeze its neck.
 - ☐ d. blow it up.
3. The air rushing out of a balloon's neck makes the balloon
 - ☐ a. get bigger.
 - ☐ b. explode.
 - ☐ c. fly through the air.
 - ☐ d. fall immediately to the ground.
4. The rocket's speed depends on
 - ☐ a. how fast it can turn.
 - ☐ b. how slowly it can turn
 - ☐ c. how heavy the rocket is.
 - ☐ d. how fast the gases shoot out of its tail.
5. The most suitable title for this passage is:
 - ☐ a. Gas Balloon.
 - ☐ b. Rocket Gases.
 - ☐ c. How a Rocket Works.
 - ☐ d. How Balloons fly.

Answers to the Exercises with

L. 1. Word Recognition

1. c 2. b 3. c 4. a

L. 2. Idiom Recognition

1. b 2. a 3. b 4. c 5. a

L. 3. Word Recognition

1. b 2. c 3. a 4. a 5. c

L. 4. Idiom Recognition

1. a 2. b 3. b 4. c 5. a

L. 5. Idiom Practice

1. waited on
2. It makes no difference
3. would rather
4. pay attention
5. had better
6. little by little
7. make fun of
8. Keep an eye on
9. things in common
10. made the best of it
11. changed my mind
12. in other words.

L. 6. Word Recognition

1. a 2. c 3. c 4. a 5. b

L. 7. Idiom Review

- | | |
|---------------------------|------------------------|
| 1. in advance | 11. get rid of |
| 2. What's the matter? | 12. so much the better |
| 3. as long as | 13. by himself |
| 4. It goes without saying | 14. learned by heart |
| 5. from now on | 15. that is why |
| 6. do me a favor | 16. in other words |
| 7. by all means | 17. pay attention |
| 8. every now and then | 18. made fun of |
| 9. was about to | 19. changed his mind |
| 10. for the time being | 20. take your time |

L. 9. Idiom Recognition

- | | | | | | |
|------|------|------|-------|------|------|
| 1. b | 2. a | 3. a | 4. c | 5. b | 6. a |
| 7. b | 8. c | 9. c | 10. b | | |

L. 10.

- | | | | | | |
|------|------|------|------|------|------|
| 1. c | 2. c | 3. a | 4. a | 5. b | 6. b |
| 7. a | 8. c | 9. a | | | |

L. 11 Idiom Practice

- | | |
|----------------------------|--------------------------|
| 1. what's the matter | 11. for the time being |
| 2. it goes without saying | 12. from now on |
| 3. go back over | 13. do me a favor |
| 4. that's very kind of you | 14. by all means |
| 5. by themselves | 15. as long as |
| 6. did their best | 16. hard on |
| 7. it sure is | 17. so much the better |
| 8. no wonder | 18. fell in love with |
| 9. every now and then | 19. learned.....by heart |
| 10. every other week | 20. all day long |

Irregular Verbs¹

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
be	was	been
beat	beat	beaten
bear	bore	born
become	became	become
befall	befell	befallen
begin	began	begun
bend	bent	bent
bind	bound	bound
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn

1. Verbs taught in Graded English (1-6)

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten / got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
lean	leant / leaned	leant / leaned
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
make	made	made
meet	met	met

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>
misunderstand	misunderstood	misunderstood
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spread	spread	spread
spell	spelt / spelled	spelt / spelled
spend	spent	spent
stand	stood	stood
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken

teach
tell
think

taught
told
thought

taught
told
thought

understand

understood

understood

wake
wear
win
write

woke / waked
wore
won
wrote

waked / woken / woke
worn
won
written

Word List*

A			
ability	قدرت، توانایی	architecture	معماری
accent	تکیه صدا، لهجه	area	منطقه، ناحیه
achievement	موفقیت، نایل به هدف	argue	بحث کردن، دلیل آوردن
a couple of	دوتا، چندتا	argument	بحث
active	فعال	arm	بازو
activity	فعالیت	art	هنر
actually	حقیقتاً، واقعاً	artistic	هنری
admitting	پذیرش، قبول کردن	as a result	در نتیجه
advise	نصیحت کردن	ashamed of	خجالت زده
affect	تحت تأثیر قرار دادن، اثر گذاشتن	(to be ashamed of)	
afraid of	ترسیده	Asian	آسیایی
(to be afraid of)	بیم داشتن	asphalt	آسفالت
agency	نمابندگی	at a time	هر دفعه، در هر نوبت
aggressor	متجاوز	athlete	ورزشکار
agricultural	مربوط به کشاورزی	athletic	ورزشی
	—فلاحی	Atlantic Ocean	اقیانوس اطلس
aim	هدف	at least	حداقل
aloud	بلند، با صدای بلند	attention	توجه
and so forth	و غیره	automobile	اتومبیل، ماشین
anger	خشم	average	معمولی - متوسط - معدل
a number of	تعدادی، مقداری	B	
appearance	ظاهر، صورت ظاهر	baby	بچه کوچک
appreciate	ارج گذاشتن، قدر دانستن	back and forth	جلو و عقب
	قدر دانستن کردن	background	سابقه
archaeology	باستان‌شناسی	B.C.	قبل از میلاد مسیح
archeological	وابسته به باستان‌شناسی	belief	عقیده
archeologist	باستان‌شناس	border	سرحد
		brief	مختصر، کوتاه

* لغاتی که در این فهرست هستند تنها از نظر مفهومی که در جمله بگرفته در این کتاب دارند معنی شده‌اند.

besides	به علاوه، علاوه بر
birth	تولد
bologna	یک نوع کالباس
bottom	ته، پائین
boxing	بکسی
broadcast	پخش شدن (از رادیو، تلویزیون و غیره)
broke	در شکست
(to be broke)	
buried	مدفون

C

capitalization	طرز بکاربردن حرف بزرگ (در زبان انگلیسی)
carrot	هویج
carve	کنده کاری کردن
carving	کنده کاری
cause	باعث شدن
ceiling	سقف اتاق
celebration	جشن
ceremony	نشریات، مراسم
champion	بهلوان، مبارز
change one's mind	تغییر عقیده دادن
character	شخص، فرد
charter	منشور
cheerful	شاد
chemical	شیمیایی
China	چین
civilization	تمدن
classmate	همکلاسی
climate	آب و هوا
closely	بطور نزدیک، بطور زیادی
clue	نشان، کلید، راهنما
colony	مستعمره
column	ستون
combine	ترکیب کردن
combine	به هم پیوستن، تلفیق شدن
come out	در آمدن، پدیدار شدن
committee	انجمن، کمیته
common	عمومی
(in common)	مشترک
communicate	ارتباط برقرار کردن، مکاتبه کردن
communication	ارتباط، مکاتبه

compete	رقابت کردن
competition	رقابت
completely	کاملاً
concentrate	تمرکز دادن
concentration	تمرکز
conclusion	نتیجه
condition	شرایط، وضعیت
Congo	کنگو
connection	ارتباط، نسبت
conquer	شکست دادن، فتح کردن
consider	در نظر گرفتن
consist of	شامل بودن، تشکیل شدن
copy	کپی کردن، از روی چیزی نقاشی کردن یا نوشتن
copy	کپی، رونویس
corn	غله
correction	تصحیح
couple	زوج
creation	آفرینش، خلقت
creed	شعار، عقیده، ایمان
crops	محصول
cruel	بی رحم، ظالم
cry	گریه کردن
culture	فرهنگ، تربیت
cultural	فرهنگی
curiosity	کنجکاوی
customary	رسم
(to be customary)	رسم بودن، رایج بودن
cutlet	کنک
cycling	دوچرخه سواری

D

daffodil	نرگس زرد
daily	روزانه
daydream	به رؤیا فرو رفتن
debt	قرض
(to be in debt)	مقرض بودن
declaration	اعلام
definition	تعریف، توصیف
degree	مدرک تحصیلی
description	شرح
descriptive	توصیفی، تشریحی
desert	بها بان، صحرا

design	طراحی کردن
destroy	نا بود کردن، خراب کردن
develop	توسعه دادن، آشکار کردن
difference	اختلاف
(it makes no difference)	
	فرقی نمیکنند
dig	کاوش کردن، کندن
disappointed	نا امید، مأیوس
(to be disappointed)	
discus	دیسک
disgraceful	زشت، بد
disgrace	خوار کردن، بی حرمتی کردن
dishonest	نادرست
dish	غذا
dress	لباس پوشیدن
drilling	حفاری
dug	حفر کرد، کند
(to dig)	
	حفر کردن

E

each one	هر يك
economic	اقتصادی
effectively	بطور مؤثر
effort	كوشش
Egypt	مصر
empire	امپراتوری
empty-handed	دست خالی
encyclopedia	دایرة المعارف
enemy	دشمن
entirely	كاملاً، تماماً
epic	حماسی، پهلوانی
essential	اساسی، مهم
evaluate	ارزیابی کردن
event	حادثه، اتفاق
excellent	عالی
except	بجز، غیر از
explanation	توضیحی، بیانی

F

fabulous	افسانه ای
fair	متصفانه، خوب، بجا
fall	پایین
favorite	محبوب، مورد علاقه
feasting	جشن، ضیافت

fertile	حاصلخیز
festival	جشن، عید
figure	شکل، صورت
fill	پر کردن
finally	بالاخره
fix	درست کردن، تعمیر کردن
flag	پرچم
flame	شعله
flavor	طعم، چاشنی
flow	جاری شدن
following	بعد، متعاقب
for a while	برای مدتی
forgiven	بخشیده
(to forgive)	
formula	فرمول، دستور
fragrance	عطر، رایحه
Frenchman	فرانسوی
fresco	نقاشی روی دیوار
friendship	دوستی
fuel	سوخت
full	پر، کامل
(in full)	
	بطور کامل
funeral	تشییع جنازه
funny	خنده دار، بامزه

G

gasoline	بنزین
gather	فرا آوردن، بدست آوردن
General Assembly	مجمع عمومی
giant	عظیم الجثه، غول پیکر، غول آسا
gift	هدیه
give back	پس آوردن
give birth to	زادن، بدنیا آوردن
give up	امید بریدن از، دست کشیدن از
glory	افتخار، شکوه
goal	مقصود، هدف
good for	بارك الله، خوش بحالتی
government	دولت
graduation	فارغ التحصيل
grammar	دستور زبان
grow	رویا نند، رشد کردن
grow up	بزرگ شدن، رشد کردن
guide	راهنمایی کردن
gulf	خلیج

Gulf of Mexico خلیج مکزیک
gun تفنگ، توپ

H

had better بهتر است
hamburger steak نوعی همبرگر
handsome جذاب، زیبا
hardly به سختی، ندرتاً
harvest درو کردن
harvest خرمن
headache سردرد
heart قلب
held
(to be held) برگزار شدن، انجام شدن
honest درست، بی‌ریا
honor احترام گذاشتن، افتخار دادن
honored سرافراز، مفتخر
How are you doing? چطوری؟
human rights حقوق بشر
Hungary مجارستان
hurry عجله کردن

I

ideal آرمان، کمال مطلوب
ignorance جهل، نادانی
imagine تصور کردن
improve بهبود بخشیدن، پیشرفت کردن
improvement بهبودی، پیشرفت
in addition علاوه بر این
include شامل شدن
including از جمله
independent مستقل
Indian سرخ‌پوست
indicate دلالت کردن
Indonesia اندونزی
industrial revolution

 انقلاب صنعتی
ink مرکب، جوهر
in other words به عبارت دیگر
insincere ریاکارانه، بی‌صداقت
intend قصد داشتن
international بین‌المللی
interpret بازگو کردن، ترجمه کردن

interpretation تفسیر، ترجمه
in time
(to be back in time)

به عقب برگشتن
تجاوز کردن
هجوم، تاخت و تاز
island جزیره
Israel اسرائیل

J

javelin نیزه، رزیر
jealousy حسادت
jet هواپیمای جب
jewelry جواهر آلات، زیور آلات
joy خوشی، خوشحالی

K

Kabul کابل (پایتخت افغانستان)
Kashmir کشمیر
keep an eye on مراقب بودن
kingdom پادشاهی، سلطنت
Korea کره
Koran قرآن

L

landscape منظره، چشم‌انداز
Latin لاتین
lead هدایت کردن، رهبری کردن
learned دانشمند، فاضل
lie on one's back به پشت خوابیدن
lighted روشن
light روشن کردن
literary ادبی
long ago خیلی پیش
lubricating نرم سازنده

M

magnificent عالی، باشکوه
maid مستخدمه
mainly بیشتر، بطور عمده
major مهم، اصلی
make شدن
make fun of مسخره کردن،
 مورد استهزا قرار دادن

make the most of حد اکثر استفاده را بردن
 make up of ساختن
 (to be made up of) تشکیل شدن
 map نقشه
 mark علامت، اثر
 masterpiece شاهکار
 material ماده (پارچه)
 meaningless بی معنی
 meanwhile در ضمن
 menu صورت غذا
 mind اهمیت دادن
 minor غور اصلی، غیر مهم
 misunderstood
 (to misunderstand)

بد تعبیر کردن، درست نفهمیدن
 (to be misunderstood) بد تعبیر شدن
 mixed up گنج، مفشوش
 (to be mixed up) مفشوش بودن، گنج بودن
 monument بنای یادگار
 moral اخلاق
 mosque مسجد
 mountain range سلسله جبال
 muscle عضله
 mystery سر، راز

N

narrative نقلی، روایتی
 nation ملت
 national ملی
 nearly تقریباً
 necessity ضرورت، نیاز
 nest آشیانه
 no longer دیگر
 non-permanent موقتی
 number بالغ شدن (بر)

O

ocean اقیانوس
 officially بطور رسمی
 on the contrary برعکس
 on purpose عمداً
 one انسان، شخص
 opportunity فرصت، موقعیت

order دستور دادن
 organization سازمان
 origin اصل، مبدأ، ریشه
 over بیش از، بالغ بر
 over تمام
 (to be over)
 over در طول
 overcame غلبه کرد
 (to overcome) غلبه کردن

P

Pacific Ocean اقیانوس کبیر،
 اقیانوس آرام
 painter نقاش
 painting نقاشی
 park پارک، باغ ملی
 past گذشته
 pay attention توجه کردن
 peaceful آرام، صلح آمیز
 peas نخود
 peninsula شبه جزیره
 perfume عطر
 permanent دائمی
 permission اجازه
 permit اجازه دادن
 (to be permitted) اجازه داشتن

personal شخصی
 personally شخصاً
 petroleum نفت خام
 pipeline خط لوله نفت
 plastic پلاستیک
 poetry شعر، شاعری
 portable دستی، قابل حمل
 pottery ظروف سفالی
 poverty فقر
 pray دعا کردن، نماز خواندن
 prayer دعا، نماز
 prefix سردازه، پیشوند
 present حاضر، حال
 present ارائه دادن، نشان دادن
 pretend وانمود کردن
 pretty زیبا
 prevent جلوگیری کردن
 previous قبلی

print	چاپ کردن
(to be printed)	چاپ شدن
product	فرآورده، محصول
professor	استاد، پروفیسور، معلم
progress	پیشرفت کردن
proud	مفردر، مفتخر
public	عمومی
punctuation	نقطه گذاری (در زبان)
push	هل دادن

R

race	نژاد
raise	بار آوردن، بزرگ کردن
range	رشته (کوه)
react	عکس العمل نشان دادن
reader	کتاب داستانی (ضمیمه)
real	حقیقی، واقعی
realize	ملاحظه کردن
refer to	اشاره به چیزی کردن
refinery	پالایشگاه، تصفیه خانه
refine	تصفیه کردن، صاف کردن
regional	منطقه ای، محلی
religion	مذهب
religious	مذهبی
remain	باقی ماندن
remaining	باقیمانده
remind	یادآوری کردن
remove	حرکت دادن، برداشتن
repairman	تعمیرکار
replace	عوض کردن
(to be replaced)	سرجای خود گذاشتن
represent	نماینده بودن، نشان دهنده بودن
representative	نماینده
requirement	لازمه، نیاز
respect	احترام
responsible	مسئول
restful	آرام، آسوده
return	برگرداندن، پس دادن
revive	زنده کردن، احیا کردن
rifle	تفنگ
ring	حلقه
roof	سقف، بام
rubber	لاستیک، کائوچو
ruin	خرابه

runner دوند

S

safety	سلامتی
sail	راندن (قایق، کشتی)
San Francisco	سانفرانسیسکو
sank	فرو رفتند
(to sink)	
sausage	سوسیس
scene	صحنه
sculpture	مجسمه سازی
search	جستجو
search for	در جستجوی چیزی بودن
Security Council	شورای امنیت
sentence pattern	الگوی جملات
shallow	کم عمق
set aside	کنار گذاشتن
signal	علامت
silently	بآرامی
silver	نقره
simply	فقط
sin	گناه
site	محل، مکان
single	تنها، نك
skill	مهارت
slightly	اندکی، قدری
smart	زربنگه، نازا
snow-white	سفید مثل برف
social	اجتماعی
Soviet Union	اتحاد جماهیر شوروی
speaker	گوینده، متکلم
spirit	روحیه
sportsmanship	ورزش دوستی، مردانگی
spring	چشمه
square	میدان
stadium	استادیوم، ورزشگاه
statement	بیان، جمله، اظهار
station	ایستگاه (رادیو)
stood up	ازجا برخاست، بلندشد
(to stand up)	
store	ذخیره کردن، انباشته کردن
storyteller	داستانسرا، قصه گو
stream	رودخانه، جریان آب
strength	قدرت

strengthen قوی کردن، محکم کردن
stretch امتداد داشتن، بهن شدن
string beans لوبیا سبز
suffix پسوند
summary خلاصه
swift سریع
symbol سمبل
synthetic ترکیبی، سنتتیک

T

tablet لوحه
take off برداشتن، دور کردن، کم کردن
take one's time عجله نکردن، سربار کار کردن
take so long طول کشیدن
taught یاد داد
(to teach)
thankful سپاسگزار
theme موضوع، مضمون
the more.....the more هر چه همانقدر
then در آن وقت
think over درباره فکر کردن، تجدید نظر کردن
thoughts افکار
throughout سراسر، در طول
tongue زبان
tool اسباب کار، ابزار
toward به طرف، به سوی
toy اسباب بازی
tradition رسم، سنت
transistor ترانزیستور
translate ترجمه کردن
transport حمل کردن
truck کامیون
tune in میزان کردن
turkey بوقلمون

turn int

تبدیل شدن

U

UN سازمان ملل متحد
uninteresting خسته کننده
union اتحادیه، اتحاد
United Nations سازمان ملل متحد
unreasonable نامعقول، بی دلیل
up to my ears تا بنا گوش
useless بیهوده، بی فایده

V

vast وسیع
veal گوشت گوساله
vote رأی

W

warrior جنگجو
waist کمر
waste تلف کردن
waste اتلاف
water polo واترپلو
wedding عروسی
weight وزن
well-known معروف
wide عریض
wish آرزو کردن
workshop کارگاه
worthy of با ارزش
(to be worthy of)
لایق کسی بودن، ارزش چیزی را داشتن
would rather ترجیح دادن
wrestling کشتی

Z

zero صفر
Zeus زئوس
Zoroastrian زرتشتی

